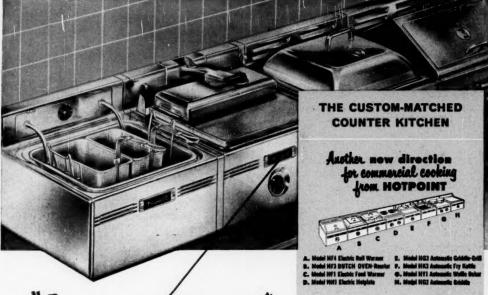


THE MAGAZINE OF

BETTER SCHOOL

ADMINISTRATION

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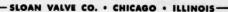


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# The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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PUBLISHING AND EDITORIAL OFFICES 919 N. MICHIGAN AYE. CHICAGO 11, ILL. SU perior 7-6402

> EASTERN OFFICE 101 PARK AVE. NEW YORK 17, N.Y. MU rray Hill 3-2445

> > PACIFIC COAST REPRESENTATIVES

McDONALD-THOMPSON LOS ANGELES, SAN FRANCISCO

Published monthly by The Nation's Schools Division, The Modern Hospital Publishing Co., Inc., 919 North Michigan, Chicago II, III., U. S. A. Otho F. Ball, president; Reymond P. Sloan, vice president; Everett W. Jones, vice president; Everett W. Jones, vice president; Everett W. Jones, vice president; Stanley R. Claque, secretary; J. G. Jarrett, Ireasurer, Yearly subscription, United States and Canada, \$3; foreign, \$4. Current copies, 35c each. Member, Audit Bureau of Circulation; Educational Press Association of America. Copyright 191, by The Nation's Schools Division, The Modern Hospital Publishing Co., Inc. Entered as second-class matter Jan. 16, 1928, at the Post Office at Chicago, III., under the Act of March 3, 1879. Published on the 15th of the month preceding the date of issue. Change of address should be sent thirty days in advence of publication date.

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## **AMONG THE AUTHORS**

PAUL J. MISNER not only believes in democratic school administration, he practices it at Glencoe, Ill., where he is superintendent of schools. Dr. Misner defends the practice of rating teachers and points out (p. 23) that at Glencoe the teachers themselves take part in the rating. He began his career in education in Michigan, where he was superintendent of schools at Otisville; assistant director of the college extension department of Michigan State Normal College at Ypsilanti, and then principal of the Roosevelt Laboratory School at that college. Since 1935 he has been superintendent at Glencoe and a special lecturer in elementary education at Northwestern University. He has taught in summer sessions at Drake University, Des Moines, Iowa; the University of Michigan; Utah State College; Teachers College, Columbia University, and the University of Hawaii.

For more than 30 years WILLIAM S. GRAY has carried on research in the improvement of reading; on page 25 he interprets some of the findings of current research in this field. Dr. Gray is professor emeritus at the University of Chicago (he was a member of the department of education staff from 1915 to 1950) and is director of read-



William S. Grav

ing research. From 1916 to 1931 he was dean of the college of education and from 1933 to 1946 executive secretary of the committee on the preparation of teachers. Previously he had taught in a rural school in Adams' County, Illinois, and had been principal at Fowler, Ill., and the training school at Illinois State Normal University. In 1924 Dr. Gray served as chairman of the committee which prepared the report of the National Society for the Study of Education entitled "The Teaching of Reading"; in 1936 he was chairman of the committee which prepared "The Teaching of Reading: A Second Report," and in 1940 he was chairman of the American Council on Education committee which issued the book "Reading in General Education."

By telling school children about the causes of tooth decay, teachers may help reduce the number of cavities (112,-000,000) which now occur annually, says DR. STANLEY R. KORF (p. 28). Dr. Korf is a Chicago pedodontist (specialist in dentistry for children). He received his D.D.S. degree from the University of Illinois College of Dentistry in 1941; served an internship at the Eastman

Dental Clinic, Rochester, N.Y., in 1941-42, and was certified by the specialty board in pedodontics in 1947. Formerly he was on the staff of Michael Reese Hospital and Children's Memorial Hospital, both in Chicago. In 1949 and 1950 he was editor of "Your Child Patient," a bulletin of the American Society of Dentistry for Children. Dr. Korf's hobby is model railroading.

From his own experience, as president of the University of South Dakota for the last 16 years, I. D. WEEKS has evolved nine rules the administrator, whether college president or superintendent of schools, will do well to remember in his dealings with his board (p. 39). Before accepting his present position in 1935, Dr. Weeks was superintendent of schools at Riverdale, Neb.; professor of rural education at North State Teachers College, Aberdeen, S.D., and state superintendent of public instruction for South Dakota. He is a former president of the National Association of State Universities.

The author of "Our Next Class Meets in Dixie" (p. 53) is W. HAROLD O'CONNOR, teacher and coach at Concord High School, Concord, Mass. Mr. O'Connor has been at Concord since 1946; previously he taught in Burrillville High School, Burrillville, R.I., and in Barrington High School, Barrington, R.I. In 1949 Mr. O'Connor was a lecturer in the New York State Coaches School.



A. E. Trippensee

The schools at Medina, N.Y., have been selected by the U.S. Office of Education on several occasions as demonstration schools for foreign teachers and administrators. Perhaps one reason for the choice is Medina's in-service training program, described on page 33 by SUPT. ARTHUR E. TRIPPENSEE. Dr. Trippensee was the only school super-

intendent present at meetings this year of a committee invited to help determine the educational pattern for foreign teachers brought to this country for extended study under the auspices of the federal government. The committee was sponsored by the Federal Security Agency. Before accepting his present position in 1935, Dr. Trippensee was superintendent of schools at Schoolcraft, Mich., and vice principal at Grosse Pointe, Mich. From 1927 to 1936 he conducted summer travel tours through Europe, pioneering in taking high school groups on European tours.

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# Roving Reporter

Athletes Have No Monopoly on Letters at Iowa High School . . . Junior High

School Boys and Girls Run Own Political Campaign, Use Voting Machines

. . . Student Teachers Can Hear Themselves as Their Pupils Hear Them

IT'S NOT ONLY ATHLETES who win letters at Van Wert High School, Van Wert, Jowa.

During the last five years student participation in extracurricular activities at the school has doubled because



of a point system which enables any student to win a letter, according to Supt. Owen R. Bulkeley. For instance, a boy or girl is given 25 points for playing in the band, 10 points for acting in a class play, and 25 points for having a perfect attendance record. Students who have accumulated 100 points are given chenille letters; those with 200 points also receive pins.

Students can lose points if they are absent without an excuse from activity rehearsals or public appearances or if they fail any of their school subjects.

The program, says Supt. Bulkeley, has developed "a good, wholesome attitude among the students," thus almost eliminating discipline problems.

THE GIFT OF HEARING themselves as others hear them has been given to the student teachers at Roosevelt Junior High School, Elizabeth, N.J.

A tape recording of a lesson given by a student teacher is made and then is played back for the student and her critic teacher. The recording permits the student to evaluate her own voice, lesson preparation, teaching technic, and general effectiveness and the class response and reaction. Then, too, it replaces notes and memory as the basis for learning between critic and student; a recording is accurate, more productive, and more comfortable.

For instance, in a unified studies class a 10 minute exposition and the 20 minute class discussion that followed were recorded. The student teacher, as she quickly learned from the playback, sometimes forgot she was talking to eighth graders. Occasionally her vocabulary, her level of generalization, and the rapidity with which she reached her conclusions were somewhat beyond her pupils comprehension.

The critic teacher also could judge from the recording the quality of the student's lesson plan, the preparation involved, the effectiveness of the lesson, and her technic of leading the class discussion.

In most cases the student teacher's very next appearance before a class shows that she has improved simply as a result of having heard herself.

One of the first recordings is kept on file until the last week of the student's practice period. Then another recording, preferably of a similar classroom situation, is made. A comparison of the recordings reveals tremendous improvement. The student can prove her progress "by the record."

WHEN JUNIOR HIGH PUPILS at Annapolis, Md., elect their school officers, they have all the fun of conducting a political campaign—and they yote for the candidates of their choice on real yoting machines.

In the fall each homeroom chooses one pupil as its representative on the student government. If the pupils choose a boy, the homeroom teacher appoints a girl as the other homeroom representative, and vice versa, so that there is an even number of boys and girls in the government.

Three candidates for each office president, vice president, secretary and treasurer—are nominated from their group by members of the student government committee. Each candidate then chooses a manager for his two-week campaign.

At an assembly for the entire student body the campaign managers, assisted by groups using songs, skits and dances, praise their candidates. Posters made by pupils to extol the nominees cover the corridor walls on both floors of the junior high school.

The day before the election two electric voting booths are installed in the basement corridor. The same day four members of the student government take miniature voting machine panels, on which the candidates names are listed, to all the classrooms and explain the operation of the machine. Every pupil in the school is given a chance to operate one of the model machines.

On election day one class at a time is called to vote. As each pupil votes, his name is checked in a poll book in



which the class rolls have been written in ink. So well is everything planned and organized that before lunch time more than 600 pupils have voted, and the results of the election have been posted on a huge placard in the main corridor of the school.

# DOUBLE Assi



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## **Questions and Answers**

#### Selling Athletic Events

Should radio broadcasts of high school athletic events be sold to the station or given free for "public relations"?

History tells us that not too long ago certain centers of erudition with great athletic appeal decided to sell their charms. They peddled their Sporting Events, at a price, through radio, television, newspapers and bookies. At length, even athletic contest-ants entered into the spirit of the thing until they, too, sold themselves for a mess of pottage. The resulting public relations left something to be desired.

Public relâtions, i.e. the interpretation of the school to the public, rests on a higher conception than attempting to sell athletic events to a radio station. Important items which the schools have to "sell" are education, service, good will and democracy (including athletic events). These things can be sold through a radio station but not to a radio station.—FREDERICK J. MOFFITT, executive assistant to the commissioner, State Education Department, Albany, N.Y.

#### Better Citizenship

How can schools make better citizens of in-school youth?

Better citizenship education, I believe, will come through the following steps:

I. Employ better qualified teachers by providing more nearly professional wage scales, which in turn make possible better selection of teaching personnel. One of our high school teachers was recently told by a high school senior who was carrying a full-time job on the side, "Why should I follow your instructions? I am making more than you are." Unfortunately he was.

2. We should apply on a wholesale basis at the secondary level the child growth and development knowledge which is so generally practiced in the elementary schools. For too long we have disregarded the scientific data, now verified, which, if applied, would revitalize teaching in many of our junior and senior high schools. The needs and apritudes of youth would become the center of concern, rather than subject matter as now.

3. We should recognize the fact that good citizens come from emotionally well adjusted children and youth, and good citizenship is contingent upon good mental health and emotional balance. Therefore the secondary schools should plan extensive in-service and on-the-job training programs to acquaint all teachers with these significant educational developments.

4. There should be a revamping of counseling and guidance programs so that more student time can be spent with fewer teachers, thus providing opportunities for teachers to know thoroughly and understand the fundamental educational needs of a limited number of boys and girls as they pass through the secondary years.—VIRGIL M. ROGERS, superintendent of schools, Battle Creek, Mich.

#### **Number of Teachers**

Can you tell me which states have tried the A.D.A. method of determining the number of teachers to be employed and have later changed to A.D.E.?

Twelve states have indicated that they use A.D.A. for determining the number of teachers to be employed. They are Georgia, Idaho, Louisiana, Missouri, Nevada, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Wisconsin and Wyoming. No states reported that they had changed to (or use) A.D.E. as a basis for the number of teachers. Fourteen states, however, use net enrollment to some extent in determining state school support.—ARCHIE L. GRAY, educational administration, University of North Dabota.

#### **Teaching of Reading**

Is there a trend toward better teaching of reading rather than reliance on remedial reading?

The word "remedial" has been loosely used by both lay and professional people. Some teachers think any child who is not reading up to the so-called grade level is a remedial case and should be placed in a directed

reading class of a remedial type. It is questionable whether children, either at the lower or upper end of the achievement scale, profit much from a directed reading class of this nature since it usually gives them more of the same kinds of experiences that may have contributed to their reading difficulties in the first place.

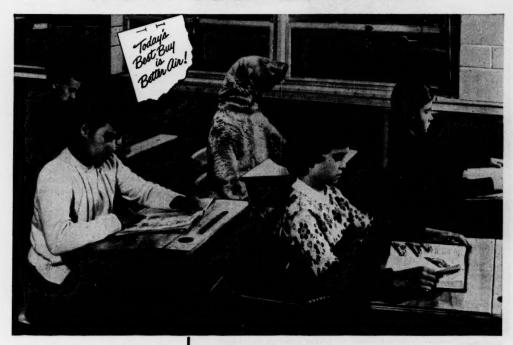
There is a growing trend, however, for teachers to recognize the wide range of abilities and achievements at a given grade level. The more skillful teachers become in recognizing and meeting the needs of individual children through the case-study approach, the fewer poor readers there should be.

Because of unfortunate school and home climates, there are a number of children in the later elementary grades who are unable to use reading as a tool to solve problems. In most of these instances social pressures concerning the need for learning to read have come from the teacher and the family and have brought about discouragement and maladjustment on the part of these children. For such children, remedial reading done on a clinical case-study basis by the classroom teacher, the specialist, or both is often an important factor in helping the individual make a satisfactory life adjustment. The case-study approach is applicable to the child on either the lower or higher ability level since the needs, interests and abilities of the child are carefully considered in the educational plan which is made for him.

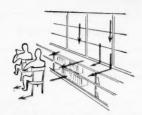
One of the problems of the casestudy approach is the inadequacy of tests used to determine the reading level. No tests have yet been devised that will determine just how well a person reads when his interest is high. There are innumerable cases in which individuals pegged as deficient readers are, in their out-of-school activities, reading far above their tested level in highly technical areas in which they have a consuming desire for information.

Somehow we must ascertain the real interests and felt needs of boys and girls and capitalize on these. Many teachers believe that the textbook ap-

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proach stultifies the reading program. After boys and girls have accomplished the basic skills of reading, they use it as a tool for finding out the things they want and need to know and for the enjoyment and recreational value that reading has. To this end the classroom library becomes an important factor in which materials of all kinds and at all levels are available. A great deal of the school day is given over to reading, but not in a directed class situation which is textbook centered. In this way every child is able to contribute in all the areas at his own level and grows in his ability according to his individual rate and capacity.

The ability to read is without doubt a real necessity for enlightened citizenship, but the false concept that the principal job of the schools is to teach reading has made teachers and parents much too reading conscious. This is reflected in the widespread practice of basing grade placement and promotion almost wholly on reading ability without regard to the factors of individual differences in readiness, rate and capacity. As we come to understand more about how children grow and learn, we tend to become less disturbed about meeting absolute standards by setting up special programs intended to accomplish this impossible task .-ROBERT E. MARTIN, consultant in elementary education, Michigan State Department of Public Instruction, Lansing.

#### READER OPINION

#### Top Billing for Fashion Review

Sirs

The article, "Orienting Teachers and Pupils in Tucson," by Robert D. Morrow, which appeared in a recent issue of The NATION'S SCHOOLS was, in my opinion, extremely interesting. For a long time, I have felt that as a profession we needed to aid new teachers in their efforts to make a satisfactory adjustment to the school and community. Tucson's program seems to solve many of the basic problems. No doubt most of the suggestions have more merit, but from a woman's point of view, none has greater appeal than the fashion review.

Irma A. Pace

Teacher, Crane School Yuma, Ariz.



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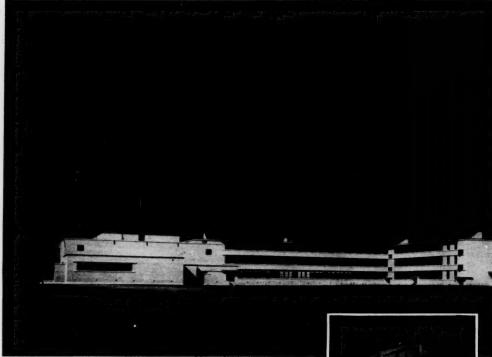


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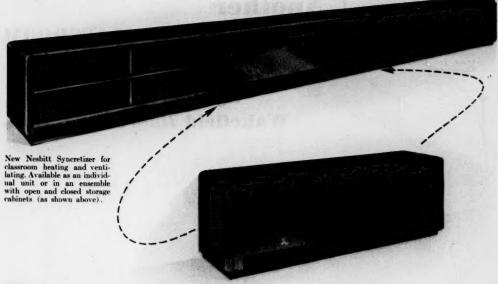
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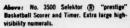
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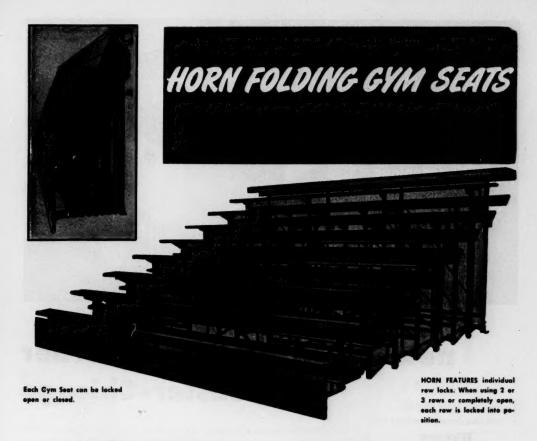
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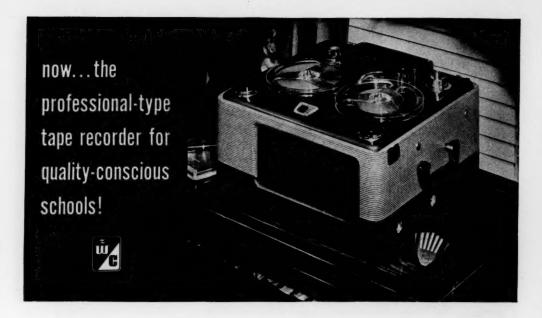
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Lighten the load of your overburdened teachers with

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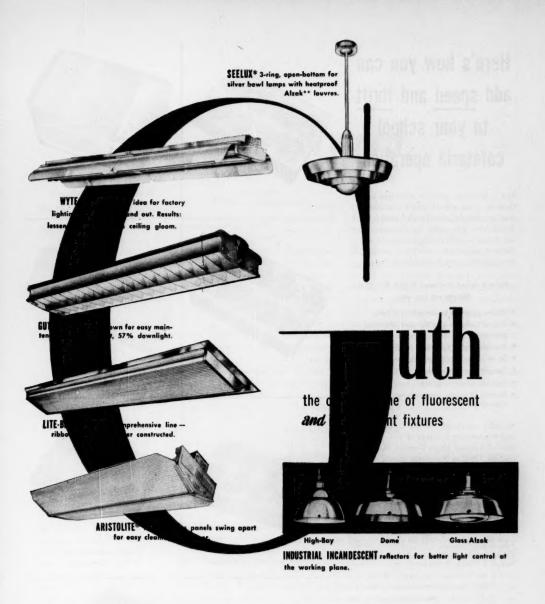
- Three speeds: fast for music, slow for speech, fast forward or rewind.
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For a thriftier, speedier cafeteria operation in your school, now's the time to start serving Armour Fresh Frosted Meat Specialties. Not only do you know the exact cost of each meat portion you serve, but you can keep those portion costs down, because the meat is already prepared.

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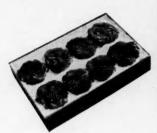
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Pork Steaks 50 3-oz. portions per 10-lb. box



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Sliced Beef Liver-one complete liver, sliced and ready to use

# Looking Forward

#### Talk to Your Doctor

NOW that your doctor is back home from the A.M.A. convention in Atlantic City, it might be well to have a heart-to-heart talk with him about the facts of school life. His resolutions committee made a curbstone diagnosis, resulting in the adoption of a proposal that Congress investigate activities aimed at indoctrinating students with "the insidious and destructive tenets of the welfare state."

The resolution, adopted by the house of delegates of the American Medical Association June 13, reads:

Whereas, the socialization of medicine is just one phase of a long-range plan to collectivize every phase of our economic and social structure, and

"Whereas, many of our educators and many of the organizations to which they belong have for many years conducted an active, aggressive campaign to indoctrinate their students in grammar school, high school, and college with the insidious and destructive tenets of the welfare state, this teaching of hatred and scorn for the American system of private enterprise having been so widespread and successful that as a result our voters are conditioned to accept all manner of totalitarian expedients in direct violation of economic law, and

Whereas, the Sons of the American Revolution presented to the last Congress a bill of grievances, setting forth specific instances of such teachings by individuals and the subversive textbooks to implement such teachings and calling for a congressional investigation of such teachings to the end that proper remedial steps may be taken; therefore be it

"Resolved, that the American Medical Association endorse this resolution of requesting the Congress to make a thorough investigation of our entire school system, with particular reference to the teachers and authors of textbooks advocating the overthrow of the American system of free enterprise by the infiltration of un-American policies of collectivism; and be it further

Resolved, that a copy of this resolution be sent to the President, the vice president, and members of the United States Senate and the House of Representatives."

The wording sounds familiar-so very much like the propaganda of the Conference of American Small Business Organizations. Someone should tell the American Medical Association that Congress already has investigated this group (CASBO) and found it wanting as judges of textbooks.

The medical profession does itself no good when it permits itself to be pushed into commitments concerning which it has neither evidence nor jurisdiction.

#### Ratina Is Real

TEACHER organizations cannot run away from the reality of rating. Just because mistakes have been made in crude methods of the past is no valid excuse for not trying to do better now. Surely no one denies the obvious fact that the teacher is constantly being judgedby fellow teachers, by parents, and by students. If the profession expects to be paid higher salaries, it also must expect that the taxpaying public will be even more critical and more exacting as salary schedules go higher.

Teacher rating is a reality. It must be recognized, directed and improved. As emphasized by a superintendent writing in this issue, the development of better methods is the responsibility of the entire profession.

#### Earning a By-Line

TO DESIRE recognition for work well done is not a weakness. If the school board and the community are proud of their schools, there probably is good reason for telling others about them. Sometimes this recognition finds expression in an article in a magazine, such as this one. Consequently this monologue is addressed to those school administrators who sincerely believe they have a story to tell others in the school administration field.

Let's suppose that you have an idea for what you think would make an appropriate article. What do you do about it? More emphatically, what shouldn't you do?

First of all, you do not sit down and write a long treatise and send copies to several magazines. This is the surest way to get yourself "in dutch" with editors and publishers.

Look at the situation from a reader's point of view. You are a subscriber to this magazine. You want its features to represent a unique service that you cannot purchase in any other way. If you find in this magazine the same, or similar, articles that have appeared elsewhere, you are not getting the service for which you subscribe.

Rule No. 1, then, is to select the periodical to which you want to offer your services or materials and give the editor an opportunity to accept or reject before you approach any other periodical.

In most instances, you can save yourself both time and work if you will first "query" the magazine (Rule No. 2), rather than write an article and send it in the hope that it will be accepted. You may have an excellent idea, but perhaps the magazine already has published or scheduled something similar. Or the material you offer may be of more interest to some other reader audience than that of the magazine you selected.

To complete the trilogy, here's Rule No. 3. Probably it's the most important of all: Have something worth while to say.

Many unsolicited articles are sent to any good periodical. In our case, possibly one out of 15 unsolicited manuscripts is appropriate and timely. The commonest fault of unsolicited material is the attempt to cover all the evils of education in broad generalities. Such armchair philosophy, even if interestingly written, probably has been expressed and retold so many times that it is neither news nor inspiration. If the story that you think would make an interesting article is about something you have done, try to find its value for others in school administration. Look for its unique characteristics and the secret of its success, and build your article around that theme. If your point of view is controversial, present tangible evidence in support of your assertions.

Have something definite to say. State it directly and simply without tracing its evolution from the time of Adam (or garnishing it with philosophical quotations). Support your statement with facts, and don't repeat all the ideas all over again in a summary.

Your article stands a chance of being much more interesting if you forget nearly everything that you were taught to do in writing essays for English class 20 years ago. Tell your story as if you were fighting to hold the attention of a group of administrators at a noon program and you had just five minutes to get your point across. Write as you would talk under the pressure of obtaining and holding the interest of busy readers.

P.S. We'll be glad to hear from you soon.

#### Congratulations, Chicago!

IT HAPPENED in Pasadena, but it did not happen in Chicago.

A little more than two years ago the school board of Pasadena dreamed big dreams of making its garden city famous not only for its roses and football pageantry but also for its progressive school system. So it sought out one of the nation's great educational leaders and signed him to a three-year contract as superintendent, pledging him support for a program of improvement. Halfway through the contract the school board reneged and asked the superintendent to yield his baton.

Not so in Chicago where, more than four years ago, the public school problems of Pasadena were multiplied many times and in many ways. An aroused public opinion had compelled the reorganization of the school system and the appointment of a new school board. This board, too, searched the country for a new leader and unanimously selected Herold C. Hunt, then superintendent of schools at Kansas City, Mo. Praised by the press, the public, and his fellow workers, Dr. Hunt starts another four-year con-

tract, effective August 4, with the unanimous support of his school board and the evident gratitude of the nation's second largest city.

Congratulations, Chicago!

#### Playing It Safe

A COURAGEOUS college professor made front-page headlines in a Chicago newspaper and at the same time earned resounding applause from nearly 3000 delegates to the Illinois state P.T.A. convention. J. Lloyd Trump, professor of education at the University of Illinois and a vice president of the association, took local P.T.A. meetings to task for spending four out of every five minutes eating refreshments, enjoying entertainment, and deciding how to raise money or how to spend it. Said Dr. Trump, "Only one-third of the P.T.A.'s we have surveyed in this state ever made any recommendation to their board of education which might improve schools of the community."

The speaker gave two plausible explanations for Milquetoast leadership in P.T.A.'s. "Parents," he said, "don't want a militant P.T.A. for fear the administrator will take it out on Johnny, and teachers don't want to get too close to the parents for fear they will be asked some embarrassing questions."

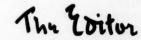
#### **Recognizes Education's Priority**

IN HIS first report to the President, Mobilization Director Charles E. Wilson recognizes education as one of the objectives that should guide the use of manpower in the present emergency.

Said Mr. Wilson: "We must maintain our basic standards of education and health, so as to develop our manpower resources over the long run. . . . We must quickly train adequate numbers for defense jobs and continue the education and training of skilled scientific personnel."

On the immediate problem of materials shortages for school construction and maintenance, the director of defense mobilization agreed that the need to eliminate overcrowding in schools and to provide adequate educational equipment and staff "must be weighed against the other competing claims for scarce materials and manpower during the emergency period. The men and women who will be needed in the future for military service, for factories and the farms are the children now in primary and secondary schools. In view of the long-range character of the defense program, it is important that we develop further the present American system of local, state and federal cooperation for meeting our educational responsibilities."

Mr. Wilson believes that a "sufficient number" of students should have their services in the armed forces postponed so that they may continue with their college education, but he urged financial assistance for "exceptionally qualified students" who are unable to pay their own way in college.



A merit board decides who deserves career-teacher status.

ON THE educational front there are many hopeful indications that teaching is well on its way to becoming a profession. Far-sighted individuals are proposing five and more years of preparation for the important business of guiding America's children and youth. Salary programs are being suggested that begin to compare favorably with the incomes of recognized professional groups. There is considerable evidence of an increased public awareness that the very survival of democracy depends largely upon a vastly improved program of public education.

In the light of these promising developments it is disconcerting to study the conclusions of the Commission on Teacher Evaluation of the Association for Supervision and Curriculum Development which appeared recently in a pamphlet entitled "Better Than Rating."

Unfortunately, it is quite impossible to deal constructively with the commission's findings because they fail almost completely to come to grips with the essential realities of the problem of teacher evaluation. Rating done exclusively by administrators and supervisors is a red herring employed by the commission to confuse the issue and to discourage creative thinking and experimentation.

A brief resumé of the report readily reveals how completely the real issues have been evaded. There is an extended statement of widely accepted democratic principles. There is little that is new in the statement and certainly little about which there could be any significant disagreement. The concept of evaluation is elaborated at length, and the implications for teacher education are rather completely developed. A great deal of space is devoted to an analysis of current rating schemes and the interpretation of each scheme is highly colored by the obvious predilections of the investigators. On the basis of the analysis made of current rating schemes, the commission concludes that any attempt to evaluate teaching must inevitably violate democratic principles.

The report ends on a highly optimistic note with the conclusion that when teachers, administrators and com-



## TEACHER RATING is the

responsibility of the entire profession

PAUL J. MISNER
Superintendent of Schools

munity adults have learned to work and play together the unpleasant need for evaluation will have disappeared.

In spite of the limitations of the commission report, it should have value in focusing attention on one of the most difficult and perplexing problems with which educational leadership is presently confronted. The issue involves much more, however, than the decision simply to rate or not to rate.

Teachers are being evaluated continuously whether or not any planned provision is made for evaluation. Students pass favorable and unfavorable judgments upon their teachers. Community adults recognize superior teaching, and parents insistently request the services of some teachers rather than of others. Within any school system evaluation of teachers by their own colleagues is inevitable.

There is widespread agreement that standards of teacher selection and professional preparation are quite inadequate to provide a sufficient number of well trained, competent teachers for the schools of the nation. Under these conditions it is inevitable that some teachers will be employed who will prove to be relatively incompetent and quite incapable of significant growth. Others, many times through no fault of their own, may become incompetent and wholly unfit for the guidance of children and youth.

It is quite unthinkable that any school system can long ignore obvious and proven incompetence. To do so would be to pervert the purpose of the school, which exists to serve children and youth rather than to provide jobs and security for teachers. In practice no reputable school system does ignore incompetence. Some of the individuals who protest most strongly against the evils of teacher rating are forced occasionally to engage in dismissal practices that make their protestations sound a bit futile and inconsistent.

The development of salary schedule policies is inextricably related to the

problem of evaluation. As long as teachers' salaries remain indefensibly low there is little need or justification for evaluation. Teaching is of such great importance, however, that every effort should be made to provide and justify salaries that are comparable to the salaries paid other professional workers.

It is inevitable that the achievement of better salaries for teachers will be accompanied by a public demand for increased professional training and for evidence that teachers are rendering continuing effective and competent service. The citizen who can exercise the right of choice with respect to the employment of his lawyer or doctor will quite properly want reasonable assurance that his children are receiving a high level of professional service in the schools in which they are enrolled

#### CONTROVERSIAL ISSUE

The conclusion of the Commission on Teacher Education that rating and, by implication, any planned program of teacher evaluation are undemocratic is, at least, a controversial issue.

Certainly democracy recognizes varying degrees of individual skills and abilities. These in turn produce contributions that have greater or less value to society. Any other interpretation would seem to place a premium upon mediocrity and a penalty upon unique and creative services.

The assumption that teachers are incapable of planning and administering a program of evaluation democratically and cooperatively is a reflection on their capacity for professional behavior and professional judgment. When they were given proper opportunities to do so, teachers have demonstrated considerable capacity to study and to solve difficult and complicated problems in a thoroughly democratic and cooperative manner. Significant improvement in curriculum policies and practices has been achieved through cooperative effort. Salary schedule policies that have involved objective study and decision have been developed cooperatively by teachers, administrators and board members.

For the last five years a plan of teacher evaluation has been operated experimentally in the Glencoe schools. The plan was proposed originally by G. Robert Koopman, associate state superintendent of public instruction in Michigan, and was developed cooperatively through intensive study by

teachers, administrators and school board members. As it has developed, the plan proposed originally by Mr. Koopman has been adapted to local needs and conditions. It provides for three levels of teacher service and development—probationary, professional and career-teacher.

Progress on the salary schedules is automatic, with the following exceptions. At the end of the probationary level, a period that includes the first two or three years of service in the school system, the records of probationary teachers are reviewed by the personnel committee, and recommendations are made to the board of education about the achievement of continuing tenure. During the period of professional development, which includes eight or nine years of service, progress on the salary schedules is automatic except in those cases in which continued evidences of incompetence necessitate intensive investigation, study and recommendations by the personnel committee.

At the end of the period of professional service teachers become eligible for classification on the careerteacher schedule, a classification that provides for eight additional years of service with continued improvement of salaries. The placement of teachers on the career level is determined by a merit board whose recommendations are subject to approval by the board of education.

The personnel committee is composed of two teachers elected by the faculty, the chairman of the education committee of the board of education, and two representatives of the administrative and supervisory staff. It determines the achievement of continuing tenure by probationary teachers, reviews cases of recognized incompetence, and is responsible for the initial selection and placement of teachers within the school system.

The merit board is composed of two teachers elected by the faculty, the chairman of the education committee of the board of education, a principal other than the principal of the individual who is under consideration for career-teacher classification, and a specialist in personnel selected from a source outside of the school system.

In the preparation of their recommendations to the board of education the personnel committee and the merit board make every conceivable effort to base their judgments upon objective evidence and upon the use of sound methods of appraisal. Personnel records are reviewed to determine the extent to which teachers have participated actively in the in-service program of the school system. Importance is attached to the evidences of significant contributions to the improvement of school and community relations. Naturally, major importance is attached to all evidences of superior teaching and the efforts that teachers have made to contribute to the effectiveness of the total educational program.

Members of the personnel committee and the merit board may also solicit evaluations from teachers, administrators and community adults whenever such evaluations may contribute to an effective appraisal of the teacher's service.

During the five years that the plan has been in operation, six out of a faculty of 50 teachers have been placed on the career-teaching level. During the same period the personnel committee has denied continuing tenure to one teacher. Since the inception of the plan, the responsibilities delegated to the personnel committee and the merit board have been completely respected, and all their recommendations have been accepted by the school board.

#### INESCAPABLE RESPONSIBILITY

The limited experience with teacher evaluation in the Glencoe schools certainly does not justify the conclusion that a satisfactory solution has been found to this most difficult and complicated problem. The experience has served to deepen the conviction that teacher evaluation is an inescapable responsibility of the school system. It has stimulated creative study and experimentation on the part of teachers, administrators and school board members.

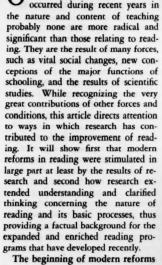
Whatever the limitations of the present plan may be, it has provided opportunity for a democratic and cooperative attack on the problems of teacher selection, placement, promotion and separation and has removed these activities from the arbitrary control of one or a few administrative officials.

Obviously, no pattern has yet been established that will ensure perfection in teacher rating. But this fact in itself should encourage experimentation. The responsibility for improving teacher rating must be shared by the entire profession.

# OF THE many changes that have occurred during recent years in the nature and content of teaching

## our understanding of READING

WILLIAM S. GRAY
Director of Reading Research
University of Chicago



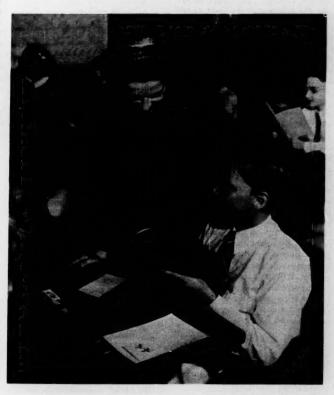
The beginning of modern reforms in reading. Prior to 1910 the ability to read was conceived by many teachers

> Teachers at all levels of education should try in every way possible to develop in their pupils a high degree of efficiency in the basic understandings and skills that are common to all the reading and study activities.

as unique. They assumed that the chief skills involved were those that enabled the reader to recognize words accurately and to read aloud fluently and with appropriate expression. So much time was devoted to the development of these skills that little or no emphasis was given to other important aspects of reading.

As a result of early investigations in this field, the distinction between oral and silent reading was recognized. Furthermore, comparative studies of the speed and comprehension of oral and silent reading revealed striking evidence of the greater economy and efficiency of the latter. One of the notable results of the discovery of these facts

This is the fifth of the series of articles prepared in cooperation with the American Educational Research Association.



was a radical shift in emphasis in teaching from oral reading to silent reading, which began about 1915 and reached a peak during the Thirties.

As emphasis on silent reading increased, more and more attention was given in class activities to the development of ability to understand what was read. This proved to be a challenging problem and called for radical changes in the prevailing concept of reading.

Enlargement in concept of reading. As late as 1916, for example, Otis<sup>1</sup> restricted the meaning of the word "reading" to those mental processes and skills involved in recognizing words. Additional steps in the total reading act, including the grasp of the meanings of sentences and paragraphs, were referred to as "supra-reading." This limited conception of reading, however, did not satisfy the inquiring minds of many of the penetrating thinkers of that period.

Otis, Arthur S.: Considerations Concerning the Making of a Scale for the Measurement of Reading Ability, Pedagogical Seminary 23:528 (December) 1916.

As a result of intensive studies of the errors made by children in reading, Thorndike reached the conclusion that reading is an elaborate procedure, involving all the mental steps usually associated with problem solving and reasoning. He said: "It consists in selecting the right elements of the situation and putting them together in the right relations, and also with the right amount of weight or influence or force for each. The mind is assailed, as it were, by every word in the paragraph. It must select, repress, soften, emphasize, correlate and organize all under the influence of the right mental set or purpose or demand."2

Such findings stimulated wide inquiry among investigators who tried to obtain better understanding of the processes involved in reading. A review of the research that accompanied the development of silent reading tests during the Twenties and Thirties shows clearly how diligently investigators tried to identify all that is involved in a clear grasp of meaning. By 1935 the point of view widely adopted was that reading is a form of experiencing, as are seeing and hearing, and a mode of learning. On the basis of the evidence then available the National Committee on Reading adopted a much broader conception of the reading act than had prevailed earlier. In commenting on the point of view adopted, the committee said:

'It assumes that the reader not only recognizes the essential facts or ideas presented but also reflects on their significance, evaluates them critically, discovers relationships between them, and clarifies his understanding of the ideas apprehended."3

#### VIGOROUS RESEARCH

During the last 15 years research concerning the nature of reading and its essential aspects has gone forward vigorously.

Some of the investigators have attempted, as Thorndike did, to identify new aspects of reading through an analysis of the mental steps involved in reading or of the kinds of errors made in reading. Other investigators have adopted new technics, such as factor analysis, which aim to identify the central factors in the reading act.

\*Thorndike, Edward L.: Reading as Rea-soning: a Study of Mistakes in Paragraph Reading, Journal of Educational Psychology

8:329 (June) 1917.
"The Teaching of Reading: a Second Report, Thirty-Sixth Yearbook of the National ociety for the Study of Education, Part I, 1937, p. 26.

The studies of Davis' illustrate the second approach. As a first step in identifying the fundamental factors in comprehension, he made a survey of the literature "to identify all the comprehension skills that are deemed most important by authorities in the field of reading." During the course of this survey he developed a list of several hundred specific abilities. These were then classified into groups that "seemed to require the exercise of the same, or closely related, mental skills." The nine groups of skills selected are listed be-



low. Each includes many specific skills that were considered important by the authorities consulted.

"1. Knowledge of word meanings. "2. Ability to select the appropriate meaning for a word or phrase in the

light of its particular contextual setting.

"3. Ability to follow the organization of a passage and to identify antecedents and references in it.

"4. Ability to select the main thought of a passage.

"5. Ability to answer questions that are specifically answered in the pas-

"6. Ability to answer questions that are answered in a passage but not in the words in which the question is

"7. Ability to draw inferences from a passage about its contents.

8. Ability to recognize the literary devices used in a passage and to determine its tone and mood.

"9. Ability to determine the author's purpose, intent and point of view, i.e. to draw inferences about a writer.

In order to obtain a measure of each of these more basic skills, 240 fivechoice objective test items were developed and given to 521 freshmen in several teachers colleges. The responses of 421 of them were used in an application of the technics of factorial analysis to determine the chief aspects of comprehension. The results of this analysis led Davis to conclude that at

Davis, Frederick B.: Fundamental Factors of Comprehension in Reading, Psy-chometrika 9:185 (September) 1944.

least five independent mental abilities are involved in the comprehension of what is read:

"1. Word knowledge.

"2. Ability to reason in reading.

"3. Ability to follow the organization of a passage and to identify antecedents and references in it.

"4. Ability to recognize the literary devices used in a passage and to determine its tone and mood.

"5. Tendency to focus attention on a writer's explicit statements to the exclusion of their implications."

As a guide to teachers in promoting greater competence among pupils in reading, a national committee<sup>5</sup> recently attempted to classify under four headings the various understandings, attitudes and skills in reading that have been identified. Briefly expressed they are: the perception of words; the grasp of meaning, including both the sense meaning and the supplementary meanings that are implied but not stated; the reader's reaction to what he reads. and the integration of the ideas acquired with previous experience so that new or clearer understandings, broader interests, rational attitudes, and improved thought and behavior patterns result. As research in this field continues, this outline will be replaced by others that are more refined and in-

#### CONTINUOUS PROGRESS

It will be appropriate to pause here to ask what the foregoing expansion in the concept of reading means for the improvement of teaching. It indicates, first of all, that a narrowly conceived program of guidance in reading is quite inadequate. It shows clearly that there are many understandings, attitudes and skills that must be cultivated in developing mature, efficient readers. It suggests the need of reading programs that will ensure the development of all the competencies that characterize an independent, self-reliant reader. This presupposes on the part of teachers a broad understanding of the nature of the reading act, the factors that influence progress, and the procedures by which results can be attained most easily and quickly. As effort has gone forward in this connection, it has become clear that growth in reading is a continuous progress throughout the elementary,

<sup>&</sup>lt;sup>6</sup>Reading in the High School and College, Forty-Seventh Yearbook of the National Society for the Study of Education, Part II, 1948, pp. 33-35.

secondary and college years, and even

Reading a series of complex activities. A second vital contribution of research has been to show that the reading act varies with the kind of material read and the purpose for reading. The fact was pointed out earlier that reading was formerly thought of as a unique ability. Those who held this view assumed that when a child had been taught to read in any situation he was prepared to engage effectively in any kind of reading his school work might require. The validity of this view was challenged early in the Twenties by Judd and Buswell<sup>6</sup> who photographed the eye movements of many children and adults while they were reading materials of different kinds (poetry, prose, history, literature, mathematics) at different levels of difficulty (from very easy to difficult) and for different purposes (merely to find out what a passage is about and to answer questions about it). An analysis of the eye-movement records showed clearly that the behavior of pupils in reading differed significantly with the kind of material read, with its difficulty, and with the purpose to be achieved. On the basis of the evidence obtained, Judd and Buswell prepared an illuminating statement that has virtually become a classic.

"A printed page turns out to be, as shown by this study, a source of a mass of impressions which the active mind begins to organize and arrange with reference to some pattern which it is trained to work out. If the mind is putting together the impressions so as to bring into high relief grammatical distinctions, the grouping of words and the distribution of emphasis will be according to one pattern. If the mind is intent on something wholly different from grammar, as, for example, the experiences which the author is trying to picture, the whole mental and physical attitude of the reader will be very different."

#### ADJUST PROCEDURES

One of the practical suggestions growing out of these findings was that teaching procedures should be adjusted to differences in the mental processes involved in reading activities. To test the validity of such an assumption Gates and Van Alstyne<sup>7</sup> carried on a study among fourth, fifth and sixth grade pupils to determine if training in reading of a general type developed competence in the various types and purposes of reading and if training in one form of reading transferred to other forms. On the basis of their findings they reached two important conclusions:

1. "It is apparent that instruction and practice in reading in a general way—mere reading—do not guarantee the development of all the important types of reading ability; indeed, it almost certainly will not do so.

2. "While transfer from one type of reading to others is genuine and usually positive, it is so small that it cannot be depended upon to develop desired abilities. . . . We may accept with gratitude the increments from transfer, but never be willing to accept them as a substitute for direct training."

More recent studies have supported these findings. Furthermore, much research has been carried on to find the extent to which "general reading ability" is adequate for effective reading in the various content fields. Researchers have also been concerned with similarities and differences in the demands made on readers in different school subjects. According to Traxler and Townsend, sin a summary of investigations published between 1940



and 1945, "when the various studies of the relationship between general reading ability and reading ability in different areas are considered as a group, it is apparent that there is a great deal in common between reading in a single field and reading in general. Improvement in general reading ability should have a favorable in-

'Gates, Arthur I., and Van Alstyne, Dorothy: The General and Specific Effects of Training in Reading With Observations on the Experimental Techniques, Teachers College Record 25:98 (March) 1924. "Traxler, Arthur E., and Townsend, Agatha: Another Five Weeks of Research in

<sup>a</sup>Traxler, Arthur E., and Townsend, Agatha: Another Five Weeks of Research in Reading, Educational Records Bulletin, No. 49, New York, Educational Records Bureau, 1946, p. 21. fluence upon ability to read in a special field."

Such findings indicate that teachers at all levels of advancement should try in every way possible to develop a high degree of efficiency in the basic understandings and skills common to all reading and study activities. To this end, recent yearbooks on reading have recommended that a continuous and coordinated program of basic instruction in reading be provided throughout both elementary and secondary schools.

#### CLEAR EVIDENCE

An additional fact emphasized by the results of research merits emphasis. These results supply clear evidence that the ability to read well in some fields correlates less closely with general reading ability than does the ability to read well in other subjects. This implies that if students are to succeed in the various courses they take, ability to engage in general reading is not enough. In addition, they should acquire a mastery of the specialized reading skills essential in each subject. With these facts in mind school systems are supplementing a sound program of basic instruction in reading with training and guidance in reading in the various curriculum fields. The former cultivates the understandings, attitudes and skills that are common to various types of reading; the latter promotes increased competence in the specialized skills needed to achieve the purposes of reading and study in the respective curriculum fields.

The foregoing examples have traced briefly the progress of research in two important areas of reading. As new facts were identified and verified, instruction in reading expanded rapidly. As a result, an enriched program of instruction in reading has developed which extends from the kindergarten to college. Evidence was also obtained which justifies emphasis both upon the basic or common understandings and skills involved in most reading activities and upon the specialized reading skills needed in the respective curriculum fields.

Thus research, along with other vital forces, is helping continuously to build better curriculums and to develop improved teaching technics. Its unique contributions are the discovery of new facts, the setting up of new hypotheses concerning the content and methods of teaching, and the testing of hypotheses under controlled conditions.

<sup>&</sup>lt;sup>6</sup>Judd, Charles H., and Buswell, Guy T.: Silent Reading: a Study of Its Various Types, Supplementary Educational Monographs, No. 23, University of Chicago Press, 1922.



What to do about

### DENTAL HEALTH

as a major school problem

STANLEY R. KORF, D.D.S. Specialist in Dentistry for Children

HE most prevalent of all diseases THE most prevalent of and adulthood is dental caries. In fact, it constantly affects 98 per cent of our total population today, and its cost in discomfort, acute pain, time lost, and money spent is staggering. We know a great deal about the causes and control of caries, yet its incidence remains as high as ever.

Fifty per cent of children 2 years old have one or more decayed teeth. and 90 per cent of the children entering school at age 6 have three or more cavities.1 Dr. H. Hillenbrand. secretary of the American Dental Association, has estimated that 112,000,-000 new cavities occur each year in the teeth of young Americans over the age of 6. More than 6 per cent of first permanent molars are lost within six months after their eruption; more than 9 per cent before the age of 12; more than 36 per cent before the age of 20, and 50 per cent before the age of 35.2

Prevention and control are largely a matter of education and instruction. In the opinion of dental educators, research men, and private practitioners, the best place to carry out such instruction and education is in the dental office, with the patient in the chair,

through the use of charts, x-rays and models. The explanations of the dentist are a thorough, careful and practical way to educate the adult patient or the parent of the young patient about diet, oral hygiene, and the importance of maintaining a healthy oral cavity. Since, however, only about 30 per cent of our adult and child population receives regular dental care, the other 70 per cent is still unaware of various ways and means either to prevent or to control the ravages of dental disease. Of this 70 per cent approximately 27,000,000 are children under the age of 14.

#### ASSUME RESPONSIBILITY

Where is this uninformed 70 per cent to receive the proper dental health information? If the school is to play its dynamic rôle as an influence for good in the community, it must assume part of the responsibility for teaching and disseminating health information concerning dental caries.

One necessity is to teach the value of maintaining a healthy, clean mouth, with most of the emphasis put on the importance of the primary dentition and the necessity for saving the teeth of children. To the informed this may seem unnecessary, but it is appalling to discover the misinformation that exists and persists among teachers, parents, school administrators, and even physicians concerning the primary and young permanent teeth. Unfortunately the idea still prevails

in the minds of parents and school personnel that the primary teeth are relatively unimportant and require little or no care. How often we hear the remark, "Oh, they're just baby teeth; they'll fall out pretty soon, so just leave them alone!" Actually, the primary dentition is extremely important for the following reasons:

1. The growing child needs a full set of teeth to chew food properly.

2. Deep cavities cause discomfort and pain and often are responsible for "poor eaters."

3. Deep cavities lead to abscessed teeth and frank infection. Such infected teeth may be focuses of infection leading to heart, kidney or liver damage.

4. The primary teeth aid in bone growth so that the face and jaws develop properly.

5. Premature extraction of primary teeth is the chief reason for malocclusion.

6. Improper positioning of primary teeth may cause personality disturb-

These six points must be emphasized so that teachers, parents and school administrators will realize that early and proper dental care for the young child is just as necessary as is any other medical service.

This fundamental concept must be taught: The care of the teeth and supporting structures during childhood will determine to the greatest extent the health of the mouth during adult-

<sup>&</sup>lt;sup>1</sup> Council of Dental Health of the Amer-'Council or Dental Result of the American Dental Association as quoted in an editorial in the Illinois Dental Journal 16:203 (May) 1947.

Braner, J.; Higley, L., and Boyd, J.: Dentistry for Children, Philadelphia, P.

Blakiston & Co., 1939.

#### Sad Story of Sugar

The dietary needs of the American child include approximately 25 pounds of sugar a year. In our culture of today the average child eats approximately 150 pounds of sugar in a year.

Candy is from 75 to 85 per cent sugar. Popular candy bars are likely to weigh from 1 ounce to 5 ounces and may contain from 5 to 20 teaspoons of sugar. A few other examples:

FOOD	AMOUNT	TSP.
Apple pie	I medium pie	ce12
Gingersnaps	I medium	1
Doughnuts (plain).	I average	4
Baked custard or gelatin	1/2 cup	4
Jam or marmalade	I tablespoon	3
Chocolate fudge	1 1/2 inch sque	re4
Chewing gum	I cent stick .	1/2
Marshmallow	I average size	11/4
Ice cream	I cone or bar.	5-6
Chocolate milk	1 cup (5 oz.)	6
Soft drinks	6 oz. bottle	4

hood. Now if we can prove that a healthy mouth is important, teachers, parents and school administrators will next ask, "How are we to achieve these goals?" The total answer has many sub-answers, but it seems logical to stress prevention rather than cure, for there still are not enough dentists to restore all the teeth affected by caries. The mechanism of dental caries is exceedingly complex, but reduced to simple terms the generally accepted theory today concerning its causes is briefly this:

The enamel and dentin of the tooth can be dissolved only by acid; when fermentable sugars are present in the mouth they break down to form acid. The bacteria that break down sugars cannot long survive without sugar. When sugar is eliminated from the diet, the bacteria count goes down, caries slows down or ceases altogether, and the individual becomes immune to dental decay. As sugar is added, the reverse occurs, and a period of susceptibility begins. With a high sugar intake, such as is only too common today, the caries rate is extremely high, and the progress of decay is often rampant. Caries does not heal itself nor is it self-limiting, so that its occurrence calls for the removal and/or restoration of lost tooth structure by the dentist.

Therefore, of all control and preventive measures, the one of most importance in the light of present research and knowledge is sugar re-



Classroom lectures and discussions about oral health will help the children appreciate the necessity for proper care of their teeth.

striction. We could say, categorically, that if sugar were completely eliminated from our diet, dental caries would be nearly nonexistent, but such restriction in our culture today seems impossible to achieve. If, however, we could teach what sugar does to the teeth, we would certainly reduce its extremely high rate of consumption.

#### COMMUNITY PROGRAM

The most effective way to achieve this goal of preventive dentistry (sugar restriction, general diet, oral hygiene, adequate dental care) is to set up a community dental health program for the elementary and secondary schools. The local dental society would be the logical group to initiate a community dental health program. The first step would be to call together the school administrators, school physicians, public health nurses, teachers, officers of the P.T.A., and influential persons who are interested in child health. At this first meeting the objectives of the program should be set up with emphasis on the following points:

- To help each child and adult appreciate the importance of a healthy mouth.
- 2. To help each child and adult appreciate the relationship of dental health to health and appearance.
  - 3. To make clear to all individuals

that sugar restriction is the most important single factor for the prevention and control of dental caries.

To enlist the aid of all groups and agencies interested in the promotion of general and dental health.

To stimulate all possible resources for making dental care available to all children and youths.

The best way to reach these objectives would be to develop general community interest. Various methods may be used to develop this dental consciousness: (1) good newspaper coverage; (2) radio and TV programs; (3) lectures to P.T.A. by dentists, and (4) dental education films shown to parents and other interested groups.

In conjunction with these more or less general methods, I suggest the following specific aids to reach the desired objectives:

- A short course in dental histology, anatomy and pathology of the teeth, and the process of tooth decay to be given to all school administrators and teachers. The fundamentals could be taught in a one-hour lecture.
- A lecture concerning the general nutritional requirements of children with emphasis on the part that sugar plays in metabolism—to be given to teachers and school administrators (one hour).

3. Publication and distribution to all school personnel of the material incorporated in these lectures plus additional information concerning oral hygiene (tooth brushing, gum massage, and so forth) and data concerning the use of fluorides as an aid to reducing incidence of dental caries.

4. Suitable educational booklets prepared at appropriate levels so that children will understand how their teeth grow, why they are important, what the dentist does, what are the proper foods to eat, the rôle of sugar, and how to brush the teeth.

Classroom lectures and discussions concerning oral health.

Suitable material prepared for parent education.

Whenever possible, local funds should be used for instituting and maintaining such a program. Public

health, welfare and volunteer organizations should budget a portion of their funds for dental care. Local, state and even federal funds are available under specific conditions for dental health programs. The local dental society should be more than willing to bear part of the expense of printing educational literature and to furnish speakers for P.T.A., school boards, and other interested groups. If the school administrators and classroom teachers can be shown how to maintain healthy mouths, if they can then be furnished good factual material for teaching their students, and if there can be parent education through radio, press, P.T.A., and special lectures, then I am sure the incidence of dental caries will drop sharply with a concomitant rise in the level of the general health of the comprecarious, and sometimes parents or guardians cannot give even a hint of what their children have taken in school.

Then frequently there is also a question as to what is the passing mark. When a student has transferred during the calendar school year the work that he has completed so far and his marks are often as mysterious as the mysteries of the ancients, at least to those who try to translate or interpret the records.

#### TO BE TROUNCED

Also there is the difficulty of getting transcripts from many schools. Again and again we have had to appeal to county and state departments to get an answer. After such an appeal in one case we received the transcript and a promise to be trounced, if we ever met, as it appears the authorities had taken some fairly direct action.

Another difficulty is that untrained personnel often is allowed to make out transcripts, and thus many essential points of information are missed. This causes undue correspondence to get it corrected. Sometimes as many as three transcripts are collected about the same person; each is different in respect to subjects taken, marks and even the years the subjects were taken.

Again, it often happens that a student has attended a number of schools, and in each case no reference is made to the student's former records. In many cases the schools take the attitude it's up to the student to get the former records to his new school. In one case we had a girl register as a junior after she had attended 13 schools; not one had ever attempted to correlate the work. We finally got all the records after sending 41 letters and cards, but it took three days to get the crossword puzzle pieced togther, as each school had a different marking system.

We have utilized several forms and are still working on the proposition. Each time the school printing plant makes out a new set of transcription blanks, we make a few changes. It must be remembered that simplification is one of the first standards in any transcription blank, for busy school people do not have time to make a long individual case study of every transfer student. But we believe that anyone who has spent a lifetime studying out transcripts in the secondary school should have a certain type of certificate upon retirement, showing that he is one type of magician.

## Needed: MAGICIAN to interpret

secondary school transcripts of grades

WILLIAM R. BOONE

Principal, Senior High School Orlando, Fla.

ONE of the main difficulties in the secondary school that has a large number of transfer students is to get understandable transcriptions of the grades and credits of those transfer students.

Today a multitude of forms is used. They defy the imagination of the most poetic administrator. It is no wonder that in larger high schools the intimate association of the principals with such an assortment of forms has caused the principals to seek an escape by turning over the interpretation or translation task to registrars, assistant principals, clerks, secretaries, homeroom teachers, or in fact anyone upon whom the duty can be thrust. And no doubt it is with a sigh of relief and a wild hope that these victims of circumstances will somehow make something out of this most modern riddle.

On many transcripts sheets it is impossible to tell the year in which any individual subject was taken. Since in a senior high school 12 of the normal 16 academic units must be taken in the 10th, 11th and 12th grades, this knowledge is essential, especially when the student's college transcript is to be made out.

In the subject field mathematics is often listed; but whether it is general mathematics, arithmetic, business mathematics, algebra I or II, plane geometry, solid geometry, trigonometry or survey of mathematics it is impossible to tell. In many cases this knowledge is necessary so the proper kind of diploma can be issued, the right kind of recommendations can be made, and a proper schedule can be provided. To depend upon the statements of the average student is rather



in Michigan helps reduce causes of accidents

DURING the fall and early winter months each school bus in Michigan is inspected by an officer of the Michigan State Police. Defects are called to the attention of school administrators. If a vehicle is found to be in unsafe operating condition, it is "grounded" until repairs are made.

A questionnaire was directed in August 1950 to a number of school superintendents to learn what they thought of the program and if they desired to have the state police inspection continued. With few exceptions the administrators favored the program.

Sample checks of the condition of school buses were made in 1947 and 1949 so that the value of the inspection program might be estimated. There was found to have been a substantial reduction in the number of total defects reported and in the percentage of buses classified as poor or out of order. It is believed the program is justified by results.

The plan started in the fall of 1947 when the state police and the depart-

#### DORR STACK

School Organization and Transportation Michigan Department of Public Instruction

ment of public instruction, in cooperation with local school officials, began a program of school bus inspection. Service blanks, commonly known as inspection blank forms, are prepared each year by the department of public instruction and mailed to school authorities in July. These are used by mechanics as guides for checking school bus repairs. The forms are filled out by the local mechanics, endorsed by the school superintendent, and forwarded to the department of public instruction, which in turn transmits a copy to the Michigan State Police for use in making assignments for follow-up inspections.

A study in 1949 of the associated type of accident involving children who were hit before boarding or after alighting from buses pointed up some significant considerations.

#### C. F. VAN BLANKENSTEYN Lieutenant, Michigan State Police

More than 50 per cent of accidents of the associated type occurred when children attempted to cross the road from the rear of the bus. They ran into the sides of vehicles or were struck by them. While virtually all children alighting from buses in Michigan cross the road in front of the vehicle, a few, contrary to prescribed safe practices, are permitted to continue to cross from the rear. The fact that more than 50 per cent of all children injured or killed in the associated type of accident are struck when crossing from behind a bus prompts us to become more insistent that this dangerous practice be stopped.

The following conclusions were reached by the state police as a result of a close study of school bus accidents:

 Children should be required to cross the roadway in front of a bus after alighting from the bus. This places them where they can be seen by drivers approaching from the opposite direction and also where they can be guided by the bus driver or a patrol boy for protection against vehicles unlawfully passing from the rear.

Children should not be permitted to run or dart across a roadway before boarding or after alighting from a bus.

Some motorists fail to recognize the children's presence in front of school buses in time to avoid accidents.

 Some school bus drivers fail to give adequate advance notice to other drivers of their intention to stop or to change their course of travel.

Neither school bus drivers nor children should take for granted that other vehicles will stop or slow down enough for the child to cross the roadway safely.

Buses are depreciated for school aid over a period of seven years. Those that have been in operation more than seven years receive no school aid allowance for depreciation. There also is a limit in the allowance of school aid for repair of and labor on buses that have been in operation more than seven years. These provisions emphasize that good equipment and a good program of preventive maintenance are necessary if children are to be transported safely and economically in school buses.

Other factors also must be considered, of course, if accidents are to be prevented. For instance, drivers must be properly trained.

In 1949, 28 per cent of the school bus drivers involved in bus accidents were reported to be violating the law at the time of the accident. Commonest violations were excessive speed, failure to grant right-of-way, and failure to signal.

The same year a unified training course in instruction for school bus drivers was organized in Michigan. Many school officials are now including in bus drivers' contracts clauses that require attendance at these courses.

Instruction and training cover several fields, such as: (1) driver qualifications; (2) traffic laws and related laws and regulations; (3) first aid; (4) preventive maintenance, and (5) pupil cooperation and public relations. Part of the training takes place within the bus, which makes one or more trips over the school district's regularly established bus routes.

#### COLLEGES GIVE COURSES

The department of public instruction coordinates the program, which is carried on by Michigan State College, Central Michigan College of Education, and Northern Michigan College of Education. Three full-time instructors employed by the colleges give 16 clock hours of instruction to each group of drivers. Courses in each of Michigan's 83 counties are arranged for the most part to enable drivers to meet in groups of 15 to 25 in centers near their schools.

Schedules within each county are arranged by the county superintendent of schools in cooperation with the several local superintendents of schools. Approximately 85 per cent of all drivers are taking the course this year, and the total number will be about 2500.

Cooperating in the programs are the state police, state and county highway departments, the Michigan Safety Commission, county sheriffs, local chiefs of police, health officials, and others.

The tuition charge of \$10 a driver is paid by the school districts to the colleges. The amount is subsequently included in the annual school district transportation report and is reimbursed by the state. Part of the funds required to support the program are provided by the state board of control for vocational education.

The program continues throughout the year. During the summer months, school bus instructors prepare training materials and assist at safety conferences in various parts of the state. Courses are conducted throughout the school year.

In addition to the activities described, one-day conferences for school bus drivers are held in connection with the Michigan Education Association programs in several of the regions of the state. Northern Michigan College of Education holds a conference for school bus supervisors, as does Michigan State College. Bus drivers enthusiastically endorse the safety program.

#### A policy for CONTESTS

#### involving school pupils

#### CARLETON M. SAUNDERS

Supervising Principal Bridgewater Township Elementary Schools Reritan, N.J.

THE board of education for the Bridgewater Township schools, Raritan, N.J., has adopted a policy on contests for school pupils. It covers poster contests, essay contests, the painting of windows, and so forth. The policy reads:

Pertaining to the organization or group requesting a contest: (1) Any organization or group shall make its request for a contest known to the principal of a school at least six weeks prior to the date ending the contest. (2) If, in the opinion of the principal of the school and the supervising principal, the school is too preoccupied with its regular studies at the time a request for a contest is made, permission for such a contest will be denied. (3) Any group or organization sponsoring a contest must understand that all awards shall be made to the school which the winning pupil or pupils attend. No awards of

cash or monetary value shall be made to any individual pupil.

Pertaining to the pupil or pupils who shall participate in a contest: (1) Any pupil who wishes to participate in a contest held under the direction of the school may do so on a voluntary basis. While teachers may encourage pupils to participate in a contest, no compulsion shall be exerted. (2) Pupils who receive any prizes shall turn these prizes over to the principal of the school for use by all members of the school. Teachers shall inform all contestants of this policy before they enter a contest. (3) Proper recognition shall be given a winner through assembly programs, newspaper and school paper publicity, and other means. He shall receive proper recognition for his achievements and his generosity in thinking of the welfare of the other pupils in



## IN-SERVICE TRAINING

is the realistic way of handling faculty problems

I T WAS midafternoon. The aroma of coffee filtered out of the library and into the corridors. As though drawn by a magnet some 60 teachers were approaching the room from various directions.

Yes, it was the coffee hour, that break in the in-service program of the Medina public schools when all of the faculty members met together before listening to the reports of the coordinator and committee chairmen on the activities of the week. It was a time for relaxation, and the air of informality was emphasized by the casual grouping of tables and chairs.

The steady buzz of conversation crescendoed from time to time and then settled back again into a pleasing hum with a pronounced undercurrent of bass voices as tales of the week were retold to interested listeners. It was a period when it seemed good to be with one's fellow workers and feel

the lift that comes from being associated with professional people who are attempting to keep abreast of the thinking related to their life work.

Time was when a license to teach was permanent, and one was supposed to be prepared in the teaching profession for life once that sheepskin was obtained. Probably too many teachers hold such licenses, and the majority of those holding them also have some type of tenure protecting their positions until they reach the age of retirement. Let it be said to their credit that many have punctuated their careers with summer or extension courses and extended travel experiences, but a glance at the records of almost any school system will show

ARTHUR E. TRIPPENSEE
Superintendent of Schools
Medina, N.Y.

that it has been years since some of these stalwarts have taken any additional professional work or have otherwise broadened their horizons.

It is often fairly difficult, however, for a teacher to keep up with the trends in his particular field or subject area. It is not always practical to attend a summer session. Again, extension classes are generally not available and, if they are, may not be helpful as far as his own problems or those of his particular community are concerned. The in-service program seems to be a practical answer to the need for keeping alerted to educational developments, and it is certainly the only way by which all of the faculty may be at least exposed to modern educational procedures.

The planning of a vital in-service program is at once one of the most difficult and the most challenging opportunities open to any professional

staff. It is a truism that any innovation is most successful when the motivation comes from within, but it is often difficult to alert a staff to the need for self-improvement. Teachers are busy people. In fact, their many responsibilities have had a tendency to pyramid during recent years, and it is not surprising that they do not always rush after new ideas, especially when extra work is involved. Therefore, it would seem strongly advisable that at least part of the time devoted to a program for improving teachers while on the job should be scheduled during the regular school day. It would also appear that the items included for study should involve real problems that have arisen from the felt needs of the teachers themselves and that are common to all members of the staff.

#### WORK ON PROBLEMS

Such have been the thoughts behind the program in effect in the Medina public schools during the last five years. By mutual consent the Wednesday classes have been shortened and the in-service work has started early each Wednesday afternoon. The various groups at work on different problems have met for about an hour and then have adjourned for coffee. Of course, preparatory work has been done during the intervening week by the various subcommittees.

Following the social interim all the teachers have then met together to hear the progress and conclusions of the different committees and to approve or disapprove of the recommendations made. In this way it has been possible to keep everyone posted from week to week, and hence there have been no surprise recommendations that some might not be prepared to accept. The general program is started after the fall organization of the school has been completed and is ended each year before the final spring rush begins.

Experience has shown that it is extremely important that really concrete problems be selected for study and, most important of all, that something positive be done concerning the conclusions drawn and the recommendations made. Teachers must be made to realize that this is not a program of busy work and their help is being solicited in bringing about needed changes in organization and methods of procedure. In this connection, a listing of the earlier accomplishments of such a program, placed in the hands of the teaching staff, will generally convince all of the value of the program. This becomes possible, of course, only after the program has been in effect for some time.

Care should be taken that the areas studied are recognized as presenting real needs as far as the school is concerned. Every effort should be made to enlist teacher support in selecting the areas. Requests for suggestions may be fruitful, but individual conferences often yield the best results. Recognized faculty leaders who are alert professionally should be of immeasurable help in making final decisions as to such choices. After the program has once been started, the minutes of the previous year and the final report of the recommendations made will furnish a flood of ideas for future problems.

Last year the faculty at Medina divided itself into three groups with many subcommittees and explored problems within the general areas of evaluation, public relations, and pupil development. A list of objectives that had been adopted earlier was kept in mind as the group worked out their recommendations.

#### NEW MARKING PLAN

The group on evaluation developed a new junior high report card and obtained faculty approval for a marking plan that would measure the progress of a pupil in terms of his own ability. The public relations committee explored the need for greater lay participation in school affairs as it was related to the general problem of making the school a more vital part of the community.

The committee working on plans for meeting individual needs studied the possibilities of different organization types and concluded that the real problems as far as Medina is concerned are in the English and social studies fields. General and specific recommendations were made, and many of the proposals suggested have been put into effect by the administration. Some problems, it was decided, needed further study.

This year four problems around the general theme, "The home, school, and community work together," have been selected for study by a joint teacher and supervisory group. Two of the topics developed naturally from last year's unresolved tasks. One group is working on ways to attain the objectives of the school in the English and

social studies fields. Another is stressing ways of implementing a better coordination of the home and community with the school. A third group is concerned with the extension of the work experience program in the home and school as well as in the community. A fourth committee has charged itself with the responsibility of studying the psychological reactions of children in the present emergency. This group is also interested in the possibility of developing ways by which more meaningful educational experiences may be made available to those about to enter the armed services.

#### CHAIRMEN IMPORTANT

The problem of organization is most important, but it should be kept flexible. Certainly a most important task is the selection of group chairmen. Their enthusiasm will in a large measure assure the success of the program, and it is obvious that they must be professionally alert. They must also be able to organize and be willing to spend many extra hours in exploring the possibilities of their accepted tasks. They should have the confidence of the teachers working with them and, if possible, be selected by them. We in Medina have decided that it is best that they should have no connection with the administrative or supervisory staffs. Principals and supervisors work as members of the various groups under teacher chairmen.

The problem of who is to work in each group can be determined in a number of ways. We have decided that it is best to have elementary and high school teachers working together on the various committees. The plan of having each teacher select his own group was in effect here until the present year. The obvious drawbacks to such an arrangement are that the groups are likely to be quite uneven in numbers and may not include a balance of teachers from different grade levels.

This year a plan was tried whereby each-teacher made a first, second, third and fourth choice. It was possible to select all the committees by using first and second choices with one exception; one of the principals agreed to join a different group in order to obtain a better balance as far as grade placement was concerned. As a matter of fact, no teacher was moved to another group without his consent, and fewer than 5 per cent of the entire

faculty was moved to other groups.

Once the group membership has been determined and the group chairmen are selected, the program is ready to begin. We believe that it is wise to start with a keynote address by someone who is recognized as a leader in his profession and who is known and respected by the entire faculty. Such a speaker can and will set the tone for further meetings and thus give the program a good start.

After this inspirational talk, the various groups meet for organizational purposes, elect their secretaries, and discuss the larger aspects of their ensuing problems. In this connection it should be said that the minutes for each group meeting are duplicated and distributed to the faculty before the next general meeting.

### COORDINATORS HELP

In order to aid the various groups with technical assistance and professional advice, we believe that coordinators from outside the system should be selected. These coordinators have the advantages of perspective and added breadth of experience. In instances where more technical help is needed, specialists should be brought in to supplement the coordinators work.

Last year we used coordinators from Syracuse University, the University of Buffalo, and the city of Rochester. In addition, specialists dealing with specific aspects of the various problems studied were called in when they were needed. The coordinators were selected because of their achievement backgrounds and met with their groups for a half day every fourth week. Earlier on the day of such meetings they conferred with group and subcommittee chairmen. Following the coffee hour, the coordinators summed up the work of their groups before the entire faculty.

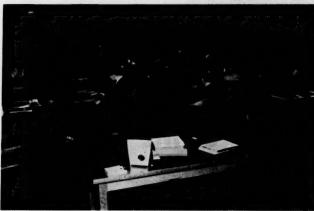
This year we are trying out a different procedure. We are using one coordinator for the four groups, and he is meeting with the various committees for a half day each week. He is a recognized leader in his profession and has been working in connection with the Medina in-service program for the last five years. He has brought in specialists from time to time as they were needed and will continue to do so. After each coffee hour it is his task to interpret the work of the various groups and to present any recommendations or conclusions for general approval.

We feel that this plan has certain potential advantages. It should make possible a better coordination among the four groups, thus eliminating the possibility of the committees' working at cross purposes. It should help limit the recommendations of the various committees by fusing the conclusions to certain attainable ends. It should also better assist in keeping all, including the administration, abreast of the thinking of the groups concerned.

By general agreement, much has been accomplished since this in-service program has been in effect. I feel confident that the plan would be voted Definitely there should be adequate professional and clerical help for the various committees involved. A job worth doing is worth doing well. A good coordinator from outside the system should bring perspective to the problem at hand and help the teachers find a means of attacking the problem.

A social break in the time schedule is advisable. Auditors frown upon the expenditure of district monies for refreshments on such occasions, but an enterprising school can find other ways of raising the necessary funds.

Finally, the administration should keep in the background. Such a plan



The task of this group of Medina teachers is to evaluate English and social studies courses in the light of the students' individual needs.

as valuable by the faculty and that in general the attitude toward it is favorable. One of the younger faculty members recently commented that among other things it tended to crystallize what he had learned in college. Of course, there are some gripes. In fact, I should be worried if there weren't. An apathetic attitude would really worry me.

In developing such a program it would thus seem wise to remember a few cautions that have already been implied. Experience has shown that these needs are even more evident as the project continues and expands.

For instance, time should be allowed so that the plan does not add another burden to an already heavy teacher schedule. To warrant teacher effort, the program must tackle real, concrete problems with which teachers are concerned, and there must be a sense of accomplishment if staff members' interest is to continue.

encourages teacher initiative and disallows the criticism that the faculty is merely doing the supervisor's work for him.

When all is said and done, one must agree that an in-service program organized in such a manner does point the way toward professional growth and the improved implementation of a school's objectives once such objectives have been accepted. It is the democratic way of bringing about needed change in methods and organizational procedures. It is a realistic way of handling actual problems confronting the entire faculty, and it is the only way by which all of the staff may be exposed to the use of modern educational procedures in solving them. It should increase the holding power of the school by vitalizing the school program. In fact, such an in-service program should be the best value the taxpayer will ever receive from his tax dollar.



### COME TO THE FAIR!

THE La Mesa-Spring Valley School District at La Mesa, Calif., has always celebrated California Public Schools Week by inviting parents to visit the schools. Children have put on special programs, and there have been displays of student achievements.

However, there had never been any attempt to tell the community about the "nonschool" phases of school operation. This problem came up in a discussion with the superintendent of schools, Glenn E. Murdock, and the business manager, Fred Lance. From the discussion came the idea that the district might be able in some way to tell the community about these operations and, in particular, stress the fact that schools are a complex operation in which every school dollar is spent economically.

Following this first idea, faculty members evolved plans for a School Services Fair. Each new discussion added to the original thought, which was to show the community how a school district business office functions. From that purpose the fair developed

#### GERALD SPRUNG

Director of Special Services Le Mesa-Spring Valley School District Le Mesa, Calif.

into a display of more of the complex activities, including cafeteria operation, the school transportation system, the maintenance and gardening departments, school health, library and audiovisual services and so forth.

Arrangements were made with the city recreation director for the school to borrow the La Mesa Youth Center for one full day during California Public Schools Week. The day chosen was also the day for the regular monthly meeting of the Citizens Advisory Council of the La Mesa-Spring Valley School District.

As a result, the total day's planning included the School Services Fair plus a meeting of the Citizens Advisory Council in the same room. The meeting was to be devoted to the problems of school costs and finance.

Organizing available space and planning for the materials to be displayed were next on the list. The Youth Center

is a rectangular room about 70 by 160 feet, with little continuous wall space. Services of the office of the county superintendent of schools were used in developing charts and graphs on various phases of school operation. The eighth grade art teacher and his elective art students developed other visual materials. These included pictorial and diagrammatic representations of the growth of the district, of how a bus is purchased, of where the school dollar comes from, of health services offered to children, and of what a school dollar buys, an outline of district organization, the steps in building a school, and the like.

Individual items of equipment were tagged with signs, made on a giant typewriter, indicating the cost of the equipment and what it is used for. This was particularly effective in connection with those items purchased from the state War Surplus Corporation. For example, the school had purchased an air compressor worth \$2700 at a cost of \$80. Similarly a bulldozer valued at \$4500 cost the school district \$400.

When residents of La Mesa, Calif., went to the School Services Fair this spring, they learned that a school is more than children and teachers. For emphasis in this fair was on the noninstructional phases of school operation—the cafeteria, the transportation system, the maintenance and gardening departments, school health and the business office.

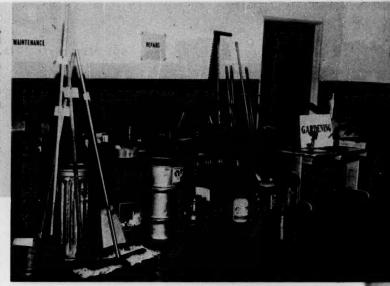
As finally organized, the School Services Fair showed the operation of these departments: transportation, maintenance and gardening, cafeteria, district business office, health, library and audio-visual, and school supplies.

During the weeks preceding the fair a special Newsletter of the Citizens Advisory Council had gone to members of the council and presidents of the groups belonging to the council telling them about the fair and inviting them to attend. Personal invitations were sent by the superintendent of schools to businessmen in the community who might have a special interest in the displays.

### OTHER FUNCTIONS OF SCHOOLS

Stencil duplicated broadsides pointed out that, while most people think of schools as being children and teachers, a school district is also a restaurant (the school cafeteria), a clinic (school health services), a bus company (transportation of students), a library (offering books and magazines), an accounting firm (keeping books and auditing funds), a movie theater (films and filmstrips), a furniture company (purchasing and maintaining desks, tables and chairs), a maintenance depot (keeping buildings and equipment clean and in good repair), a print shop (duplicating services for the schools), and a supermarket (providing all the items of school supply). These broadsides were left at the local banks, the chamber of commerce office, stores along the main street, and the post office.

An area outside the main display room was set aside for the transportation department. A school bus was



The school is a maintenance depot, among other things, the visitors learned; buildings and equipment must be kept clean and in good repair.

parked there during part of the day, at times when it was not being used to transport children. Bus garage equipment was parked in the same area with signs indicating cost, value and usefulness to the district. Inside the main room was the display of maintenance and gardening equipment, including both power tools and small tools with descriptive material about them and how they are used.

The school cafeteria display was next. There was a sample 25 cent plate lunch. There was also a display of foods obtained from federal surplus agencies. Then followed an exhibit of some of the new schoolroom furniture, along with materials concerning the process of building a new school. This display contained architect's drawings, forms for specifications, state requirements, and other items involved in that process.

The business office display included the district's bookkeeping machine with the district bookkeeper in attendance doing the kind of work she does regularly in the school office. The business office section included also the duplicating machine on which was turned out the cover of a pamphlet, "Facts About Your Schools," which was given to every visitor. The cover sheet was duplicated as the visitor watched.

Down the center of the room was a display of more than four hundred separate items of school supplies, each separately labeled and covering the various categories listed in the school supply catalog. The school health display pointed out how school nurses, school teachers, and parents organize to meet the problem of school health and showed the kind and quality of some of the health services offered children. Various booklets were on hand to be given to visitors, and a school scale was provided to weigh and measure anyone who was interested. On the stage at the front of the room was a large chart showing the organization of the school district.

#### DISPLAY OF BOOKS

The audio-visual and library sections contained a display of books for the various age levels, with special attention given to books devoted to American life and American history. The audio-visual part of that display contained samples of the various machines used by teachers, including 16 mm. sound projectors, a 35 mm. filmstrip and slide projector, a record player, a tape recorder, an opaque projector, and a 31/4 by 4 slide projector. All machines were in use while the fair was on. Every two and one-half hours a 15 minute



film, "Defense Against Atomic Attack," was shown. The tape recorder played a recording of children singing. The filmstrip projector was used to show a filmstrip on American history.

Members of the school district attended those sections of the fair at which it was felt explanations might be needed or equipment should be demonstrated. The fair began at 9 a.m. It was originally thought that the doors would close at 5 p.m. and then reopen In the school shop such equipment as tables and chairs can be repaired, refinished and put in use.

Businessmen learned how the work is carried on in the business office of the hometown school system.



at 7:30 p.m. for the Citizens Advisory Council meeting, but by late afternoon it became clear that the doors ought to be kept open during the dinner hour. As a result, the display was continuous from morning until the Citizens Advisory Council closed its program at 10 p.m.

### LARGE MEETING

Normally, meetings of the Citizens Advisory Council are attended only by members. This meeting, however, brought out 90 spectators in addition to the members of the council. Space was cleared at the front of the room so that everyone who came could be seated. Francis Darby, assistant superintendent of San Diego county schools in charge of business services, was the speaker for the meeting. He discussed some of the problems of schools costs and finance, with attention to the fact that every penny spent by a school district is audited by the district, the county, and the state in order to prevent error or waste. After the discussion that followed, the visitors spent time examining the various displays of school equipment.

It was originally thought that we would have to move the equipment out that night since the Kiwanis Club met in the display room for luncheon the following day. It turned out, however, that representatives of Kiwanis who were present at the evening meeting, including the president of the local group and the lieutenant governor of the district, asked that the fair exhibits remain until the members had had a chance to see them. The luncheon tables were set up in and around the various sections of the fair, and the meeting was devoted to a discussion of school services and to an examination of the various displays.

The final step in the fair procedure was to send postal cards to the people who had visited the fair, thanking them for coming and inviting them to visit a school.

We noticed that the signatures on the visitor registration list included those of people from the bank, the chamber of commerce, and insurance and real estate firms, and of other persons who seldom visit local schools.

The superintendent of schools and the business manager believe that a beginning has been made in telling the community more about the schools than it might otherwise have known, and the School Services Fair is planned as an annual event from now on.

### SCHOOL BOARD

I. D. WEEKS

President, University of South Dakota

THE relation of an educational administrator to his governing board should be guided by accepted principles of administration, regardless of the special area of administration. That is, the factors that make for sound relationships with the governing board are identical for the superintendent of schools and the chief college administrator. Each institution and school system has a personality of its own that will necessitate certain adaptations of the principles of administration, but the fundamental relationships between the executive and his board remain the same.

The effective functioning of any educational system is dependent to a large degree upon the confidence that the board has in the superintendent or president. Likewise, the efficiency of administration is determined to a great extent by the faith that the administrator places in his board.

The men and women serving on governing boards are, on the whole, civic minded individuals, vitally interested in education. They serve for little or no financial remuneration and are primarily concerned with the welfare of schools.

### CAUSES OF TROUBLE

When misunderstandings and difficulties arise between the executive and his board, the trouble may frequently be traced to failure on the part of the administrator to follow accepted principles of administration in dealing with his governing board or the failure on the part of the board or some of its members to adhere to sound policies of administration in dealing with the superintendent or president.

Authorities in this field are agreed that the function of a governing board is to determine policies that should govern an educational institution. It is the function of the chief administrator to administer these policies. For example, it is the duty of the board to adopt and approve the curriculums which are offered in a school, and it is the duty of the administrator to see that such curriculums are organized and taught in as effective a manner as is possible. The board should employ staff members upon the recommendations of the administrator. The board is responsible for providing the in-come for the school, and it is the obligation of the school executive to expend this income in keeping with the policies of the board.

#### DESIRABLE POLICIES

So that the administrator-board relationships will be kept on a high plane and in accord with sound principles, the executive will find it desirable to follow these nine policies.

1. The chief administrator should work with the board as a whole or with its official committees. It is important that all official business be transacted with the board in meetings rather than at conferences with individual members. If this suggestion is followed, there is less chance for misunderstandings to arise and for cleavages to take place among members of the board and between the administrator and the board. There is one exception that should be mentioned. Some boards divide their membership into committees; under such circumstances it is perfectly appropriate for the executive to confer with a committee.

The administrator should assume an honest, forthright attitude with his board at all times. Nothing should be concealed, even though it may be embarrassing at the time to call attention to certain matters. It is much better for the board to receive the information first from the superintendent or president rather than from the press or from some other unofficial source. An administrator never should attempt to get the board to pass any of his recommendations without making them perfectly clear to the board. When routine business is presented at a board meeting, any unusual item should be thoroughly explained before the board acts. It is a good policy for the administrator always to have his cards face up on the table.

3. The nature of educational work is such that many difficult problems will have to be presented at meetings of the board, but always to confront a board with perplexing problems is to produce a depressing effect. It is good psychology to make it a custom to present something at each meeting that shows accomplishment. Nothing succeeds like success. Individuals serving on governing boards are not immune to the thrill that comes from achievement. There are many worth-while developments in all schools that could be brought to the atention of the board.

4. C. S. Boucher, former chancellor of the University of Nebraska, once stated that a university president should not make public addresses dealing with controversial subjects that might be embarrassing to his board. This should apply to writing as well as to speaking. This idea is just as applicable to the superintendent of schools as it is to the college administrator. There may be some justifiable exceptions to this rule, as when an executive is a recognized authority in some area of knowledge or when a previous arrangement has been made with the board.

5. Deficits in the budget are often

a cause of friction between the board and the executive. The administrator should be responsible for the budget after it has been approved by the board. Permitting deficits not only is a cause for embarrassment but also is poor business practice. If the budget is likely to be inadequate, this should be anticipated by the administrator

and brought to the attention of the board. Under no circumstances should a deficit be permitted except with the full sanction of the board.

6. The educational executive, by virtue of his training and experience, is often in a position to suggest constructive policies to his board that might well be adopted. It is his duty to make suggestions to the board relative to policy for their consideration. As a matter of fact, the board expects him to provide this type of leadership.

7. After a policy has been adopted by the board, it becomes the responsibility of the administrator to carry it out. This should be done even if it may be contrary to his wishes or belief. As long as he is an employe of the board, he is professionally bound to administer the board's policies.

8. The administrator should not go over the board on matters rightfully within its province. For example, if the trustees state that they will approve a general salary increase of 10 per cent, it is never justifiable for the executive to make a 15 per cent increase. By the same token he is not within his proper province if he makes salary increases without first getting the board's approval, unless such power has been delegated to him.

9. Finally, the superintendent or president always should be cordial to members of his board. It is desirable that he be a friend of the members. However, if he is a personal friend he should be careful not to impose upon this personal friendship. Official business should be reserved for meetings of the board and should not be a part of dinner party conversation.

I have said that the relations of the administrator with his board will be improved if he: confines his official business to discussion with the entire board at its official meetings; always keeps the board informed on what is happening in the school; reports accomplishments as well as poses problems; refrains from writing or speaking upon subjects that might be embarrassing to the board; keeps within the institutional budget; provides leadership for the board on educational subjects; will do his utmost to carry out the board's policies; does not go over or around the board, and will not impose upon personal friendships with members of the board.

The superintendent or college president who endeavors to incorporate the foregoing suggestions in his philosophy of administration will find that his school tends to function more smoothly. Of course, there are many other areas that the administrator needs to consider, such as those relating to other administrators, faculty members, students, alumni, press, parents and many others. The relationship with the governing board represents only one area but an important one.

### Michigan educators suggest basis for

### ADMINISTRATORS' SALARIES

S. H. LYTTLE

Principal, Saginaw High School, Saginaw, Mich.

THE policy that relates to the salary of the secondary school principal should be based on a definite ratio to the salary schedule of teachers. This ratio should apply to annual increments as well as to years of experience and professional training. In class A and B high schools, where the organization and administrative duties and responsibilities are similar, the Michigan Secondary School Association recommends 1:8 as an equitable ratio. In all other secondary schools the same ratio should be used as a base, with due consideration given to various types of duties and responsibilities."

This statement of policy was worked out by a committee of the Michigan Secondary School Association, which was assigned this year to study salaries of principals in Michigan. The statement was sent to all schools in the state with the suggestion that the policy become the basis for salary considerations of school administrators.

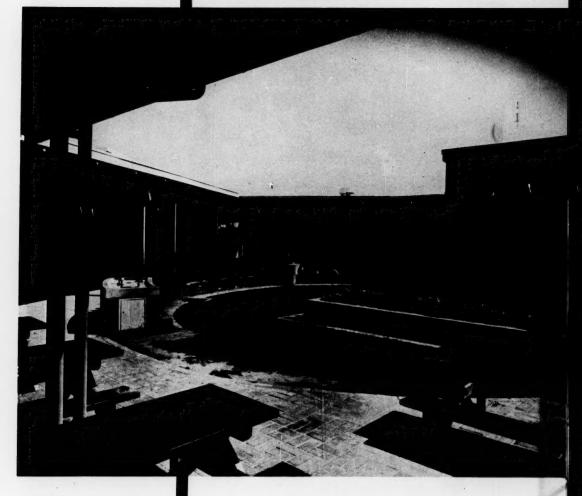
The committee believes that the principal in a great many cases has been the forgotten man. In its research the group discovered (1) that in most cases where teachers have salary schedules, the administrative personnel is not included and (2) that during the early Thirties principals' salaries were decreased on a percentage basis but during the period of inflation their salaries have been increased on an annual, not a percentage, basis.

The salaries of both principals and teachers were reduced on a percentage basis, but administrators in recent years received raises on an annual basis, such as \$200 a year, just as teachers did. Consequently it took administrators several years longer than teachers to get back to their normal salaries. The ratio plan, the committee believes, will raise salaries for administrators on the same basis on which salaries will be reduced, and thus any discrimination will be corrected.

The committee found that in class A and B schools the responsibilities and work of the administrators are similar, largely because the school size and organization are similar. Thus a definite ratio was established. The smaller schools have such a great variety of organization that it was impossible to arrive at any definite conclusion, but the committee thinks the same ratio should be used as a guide. In some schools the superintendent will assume the duties of chief administrator; other schools will have a woman teacher share the responsibilities, and in other schools the principalship might be considered to be a full-

Whatever the size and type of organization used, the committee believes authorities should keep the 1:8 ratio in mind. This ratio is smaller than that recommended by the national association. However, the Michigan committee has been authorized to survey the schools again this fall; after it has studied the data, it may recommend a different ratio.

# SCHOOLHOUSE PLANNING



This outdoor dining court provides a pleasant setting for California youngsters during their lunch period. The brick planters are extra wide and of correct height to permit children to sit on them while eating lunch. The lawn area is planned for functional and not ornamental use. (See article on pages 42 to 44.)

**OUTDOOR SPACE PLANNING** 

CENTRAL LIBRARY
IN ELEMENTARY SCHOOL

TWO ELEMENTARY SCHOOLS IN NORTHWEST



### OUTDOOR SPACE PLANNING

PHILLIP J. DANIEL

Daniel, Mann, Johnson and Mendenhall Architects and Engineers, Los Angeles

HAND in hand with the advances that have been made in the field of schoolhouse architecture, a new form of landscape architecture has been finding increasing favor with the nation's educators.

This new form of landscape architecture is perhaps more fittingly called "outdoor space planning" because the modern landscape architect utilizes the entire outdoor area of his site.

Reduced to its simplest terms, today's landscape architecture is planning, as opposed to planting.

For too many years landscaping has been relegated to little more than an afterthought. Previously the spotlight has been only on the physical form and facilities of the building program with little attention paid to landscaping until construction was completed. Then the landscaping problem was usually inadequately solved by the precise geometrical planting of trees, shrubs and lawns around the school site.

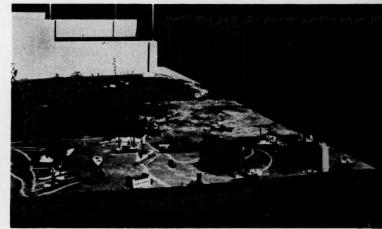
Today's concept of landscaping starts with the site planning of the over-all building program. Contemporary thinking in architectural circles is that the outdoors should be planned as an integral part of the actual buildings. The two should be happily wedded so they complement each other and do not appear to be totally divided and unrelated.

Proper landscape planning, initiated in the beginning stages of the building program, can provide your completed school with many delightful and functional arrangement: beneficial to the student body, the teaching staff, and the community. A specific opportunity for functional landscape planning is offered in developing playgrounds. Segrega-

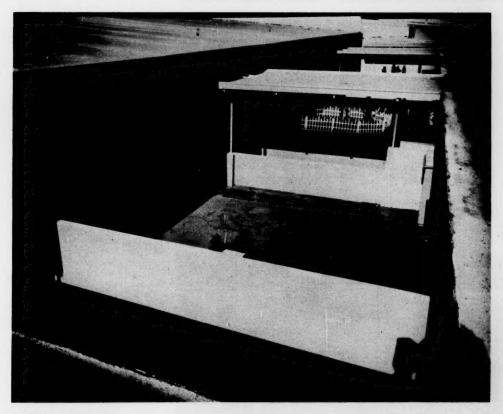
Opposite Page: The landscaping plays a part in playground segregation. A strip of planting consisting of roses, lavendar cotton, and ivy separates the kindergarten play area from that used by the older children.

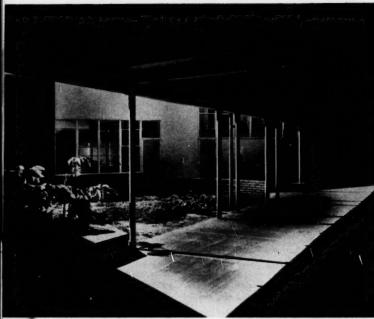
tion of play areas by age groups can be accomplished by the use of screens, fences and walls as well as by the planting of shrubs and flower beds. Such screens, fences and walls will have a subtle yet natural influence on limiting youngsters to their assigned play areas. These devices, serving as dividing or boundary lines of areas, can eliminate a large degree of otherwise necessary playground supervision by members of the teaching staff.

Another function of landscaping is, for example, the planting of shrubbery outside classroom windows which overlook areas of distraction, such as play-



Above: Following a visit to Los Angeles Harbor, the children of this elementary school recreated the harbor and its facilities as a project for their outdoor classroom. Below: Outdoor classrooms adjoin the indoor classrooms in the wing to the left. An outdoor classroom provides an ideal place for the pupils to carry out projects in an unconfined atmosphere.





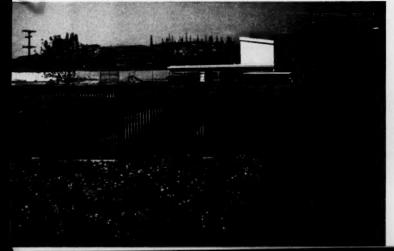
Indoors and outdoors are happily related in this area between the administration building and the classroom wing, with its ivy and subtropical plants.

grounds or streets. Here the landscape architect may recommend that such planting be kept properly trimmed at the seared eye level of students inside the classroom. Obviously, if the hedges are maintained at this level, the students won't subconsciously feel they are cut off from the outdoors, yet the low shrubbery will eliminate tendencies to glance outside during study periods.

Landscaping also can be extremely helpful in reducing such undesirable classroom situations as a high degree of sky glare during certain hours of the day. Trees, properly placed to break up the direct sunlight into the classroom, can easily correct this situation.

The outdoors serves in other ways as an educational aid. The "outdoor classroom" is becoming increasingly popular in new schools. This area, usually adjacent to the indoor classroom, provides students and teachers with a pleasant break in the everyday classroom routine, which often results in a greater freedom of expression

An attractive yet inexpensive grape stake fence, faced into the prevailing wind, prevents loose debris from blowing into the kindergarten play area.



from the children exposed to the un-

Without limitation as; to the age group, the outdoors can also be used for educational purposes in "driftwood" gardens, flower and vegetable projects, barbecues, outdoor cooking, and advanced botany work.

Children in kindergarten through Grade 4 delight in collecting odds and ends which even a junk dealer would scorn. Many schools provide a natural outlet for this childish inclination by designating an outside area for a "driftwood" garden. Here the youngsters are encouraged to bring and arrange their small treasures. As a corollary, elementary students in the Grades 5 through 8 can be encouraged to participate in a school vegetable and flower garden program. Rare is the child who doesn't enjoy the experience of watching the day to day growth of seedlings that he has planted and cultivated. Landscape planning, of course, should play an important rôle in the selection of sites for such a program.

A popular addition to high school homemaking courses is outdoor cooking and barbecueing classes. The outdoor barbecue is as important to the modern American home today as the two-car garage was in the Twenties. Instruction in this old western art has proved most popular in high schools where it is offered. Again, the land-scape architect plays his part in the planning stages for such an area.

The accompanying pictures illustrate the manner in which the school architect has woven the structures of his design into their natural surroundings. In doing so, he employs extensive use of glass, wide doors and corridors, and low buildings. The over-all result is that of nature's and man's creations being blended into a whole.

While the original cost of walls, paved areas, fencing and screens in landscape planning is relatively higher than the cost of the old conventional type of landscaping, it must be considered that the maintenance cost over a period of years is microscopic when compared to the maintenance cost of large areas of lawn, shrubbery and gardens.

The employment of modern landscaping technics does not in itself sacrifice beauty for functionalism. Public tastes change, and the public today accepts and enjoys an esthetic concept of beauty that has its origin in functional planning and design.

The NATION'S SCHOOLS

### CENTRAL LIBRARY

in addition to its room libraries

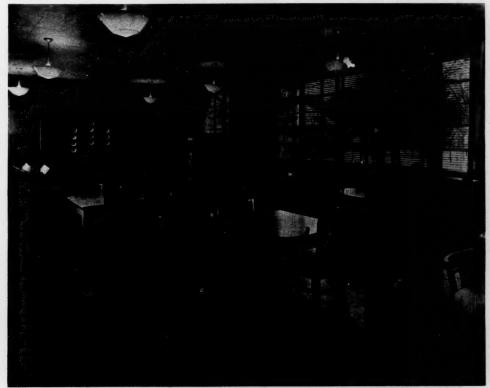
A TYPICAL group of school administrators would divide about 50:50 on the question of a central library for elementary schools. They would immediately fall into the error of central vs. room libraries. It is not an either-or problem, and the objectives are lost when the discussion takes this turn. Both types of library services are needed in modern elementary schools. Certain understandings or guiding principles need to be kept in mind when the services of the elementary central library are set up.

MILLARD D. BELL Superintendent of Schools Wilmette, Ill.

In the first place, the major objectives of a central library must be recognized. Some of these objectives are almost intangible, but collectively they are vital to a good job in these important years of the child's schooling. The central library is a conditioner, atmosphere-maker, invitation to learning, the heart and soul of real education. A properly planned elementary school library must be inviting.

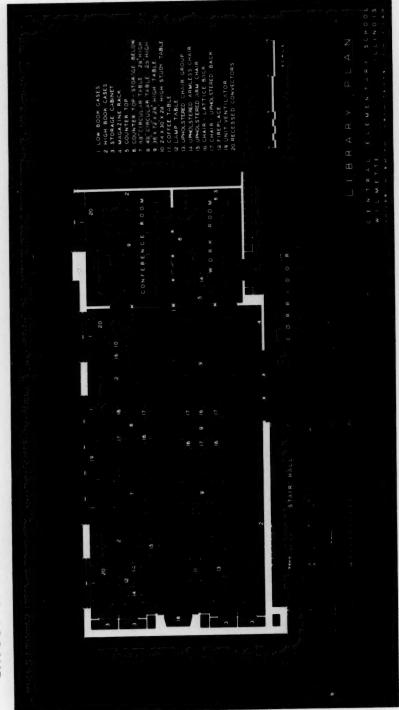
Furnishings should follow the pattern of home libraries rather than of traditional school libraries. Provide comfortable, even lounge, chairs and sofas. Avoid uniform tables and chairs —use tables with different shapes, such as round and rectangular, and sizes and heights. The chairs at the tables should be chosen for comfort and attractiveness on the children's level. A variety of chairs may shock our adult concepts but it will appeal to the children.

If there is a fireplace, it should have attractive tools and a safety screen.



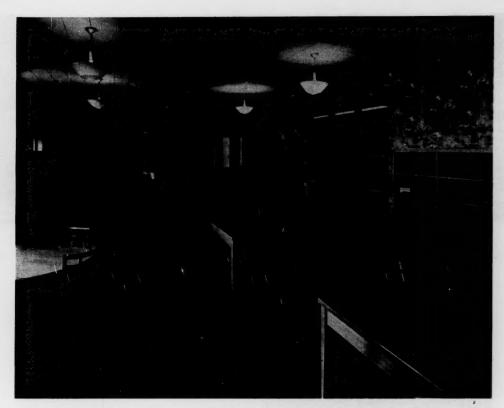
Comfortable chairs of many sorts and tables of various shapes and heights will appeal to the children.

LAYOUT OF LIBRARY SUITE AT CENTRAL ELEMENTARY SCHOOL, WILMETTE, ILL.



Childs and Smith, Chicago architects, designed the new Central Elementary School in Wilmette. The friendly atmosphere of this suite

has been largely achieved by the delightful use of color and by home touches, such as wallpaper, draperies and comfortable chairs.



Speaking of fireplaces, where is a better location for one than in the library —here every child can share in the pleasure of a crackling fire on a cold blustery day. Such an attraction is one of the ways to invite children to the library.

The last suggestions on furnishings would be: have low shelves, avoid crowding, and keep the charging station simple. In fact, the better elementary libraries are developing under librarians who have developed the art of turning the room over to the children. This is facilitated by giving the librarian a workroom off the main room with a glass partition. She works in her space and is readily available when the children need help. This plan eliminates that feeling of possession or guarding that so often represses both children and adults in otherwise inviting libraries.

It is fortunate if there is in the elementary library suite not only a workroom for the librarian but also a conference or committee room for the children. Such a room encourages Friendliness should be the keynote in furnishings. Lots of color, draperies, pictures, attractive bulletin boards, and special display cases are recommended. Wallpaper on one or two walls will help create the atmosphere of a home library. This room is at Central School, Wilmette, Ill.

group work and keeps communication problems out of the main room.

The decorations of this suite should carry out the same friendliness sought in the furnishings. Lots of color, draperies, well chosen pictures, and attractive bulletin boards are some of the items to consider. Wallpaper on one or two walls has great possibilities, and also special display cases. Suffice it to say that the library should be a top challenge to the interior decorator.

School policies, of course, determine the success or failure of this auxiliary service. The purposes must be understood by the staff, pupils and parents. Since elementary schools have little, if any, departmentalization, room libraries are practical and, in fact, necessary. These room libraries should provide supplementary materials, a rotating collection of recreational readings, and the basic general references.

However, the room library is not intended to supplant the general library but only to provide the tools needed oftenest and at the most convenient place. When it is understood by all just what can be expected in the classroom, the functions of the main library are also understood. A complete stock of general references, books on more specialized subjects, large collections of fiction and biography, pictures, and books of wider reading range are found in the school library. This does not duplicate the room libraries and is not an extra.

In fact, a well managed combination of these two types of libraries is economically sound and educationally far superior to either the homeroom library or the central library operated alone.

In last month's article the ventilator type of steel window was erroneously reported as the 3 inch, instead of the 3 foot, type.



### ROOF AND LIGHTING are features of these

### two elementary schools in Washington

R OOF construction of glued up laminated beams and trilateral lighting are features of the new Lowell Elementary School at Everett, Wash.

In this building 3 by 6 tongue and groove random length boards are nailed over the beams and covered with 1 inch rigid insulation, plus roofing. On the underside of the heavy tongue and groove is 2 inch stripping covered with acoustic tile. The beams on the inside of the classrooms are letterposed. They take paint nicely and require no other finish for covering.

All the classrooms in the one-story school are strung out facing the east to take advantage of a valley and mountain view. The shape also is dictated by the long, narrow site.

The building is set well forward on the lot to discourage children from playing on the street in front of the school. Since the building is on the elevated side of the lot, above the street, there is a concrete retaining wall at the property line.

The entire structure is of modular design, having been laid out on 10 foot 8 inch bents, which are carried on 4 inch steel pipe columns. The classrooms are the nearly square type, 28 by 32 feet.

Interior partitions are light-weight masonry blocks; since they are nonloadbearing, they can easily be changed. WILLIAM ARILD JOHNSON

William Arild Johnson and Associates Architects and Engineers Everett, Wash.

The corridor walls are smooth brick wainscot up to 5 feet. The corridors are lighted by the clerestory windows in the classrooms. Also there are two large monitors, plus two acrylic plastic "blisters" at the intersection of the corridors. Similar plastic is used in the clerestory windows facing the playground.

All exposed walls in the classrooms are brick up to the window sills, the chalkboard in the front of the rooms, and the tackboard in the back. The brick used for the interior is very light, almost cream colored, for high light reflection. Fixtures of the incandescent ring type provide artificial light.

The woodwork is stained a light natural finish. Chalkboards are light green. All mill work is prefabricated and slid into place. The three counter cabinets in the rear of the classrooms are mounted on large casters and may easily be wheeled about to any part of the classroom. There is also a small piece of chalkboard at the rear. Teachers' wooden filing cabinets at the front of the classrooms are built in.

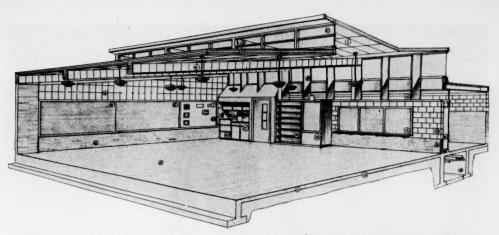
Each classroom has a kitchen cabinet with hot and cold running water and a drinking fountain. Also, each classroom has its own display cabinet, opening out of the corridor and accessible from the classroom.

The classroom doors have only narrows slots of glass close to the door knob, where it is easy to look in. The slots are vertical, so that children of various heights can look through them, and narrow enough that persons passing down the hall are not noticeable from the classroom.

Corridors have been kept low, only 7 feet 6 inches high, and doors are 6 feet 6 inches high. In other words, everything possible has been scaled down to the size of the children.

The building will have radiant heating in the floor slab. Distribution is from the central tunnel in the corridor. We were able to use an exceptionally low stack by using a forced draft packaged heating unit, burning oil.

The main part of the wing on the south end of the building is not being (Continued on Page 50)



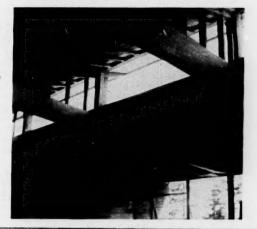
### VIEW OF FRONT AND CORRIDOR WALLS WITH EXTERIOR AND REAR WALLS REMOVED

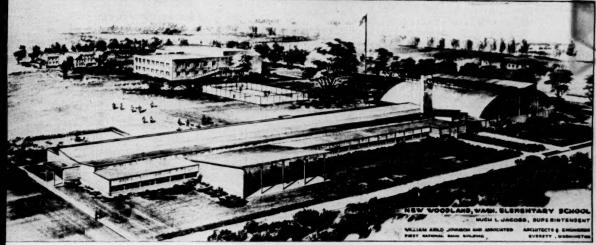
- I. Fiber board 2. Tongue and groove decking, 3 inch

- 3 inch
  3. Plywood
  4. Acoustic tile
  5. Laminated wood beam
  6. Green chalkboard
  7. Tackboard
  8. Asphalt tile
  9. Roman brick
  10. Concrete block
  11. Concrete slab floor

- 12. Radiant heating coils
  13. Multi-use blackboard
  14. Corridor relight
  15. Teacher's closet
  16. Book and display cabinet
  17. Teacher's cabinet
- 17. teacher's cabinet
  18. Plywood fin
  19. Pipe trench
  20. Clothes' locker
  21. Bilateral light
  22. Built-in teacher's file cabinet
- 23. Telephone

Lowell Elementary School, a rendering of which appears on the opposite page, has a heavy timber roof of the mill type and has trilateral lighting. Construction is far enough along so that school officials can see that the classrooms will be exceptionally bright and glareless. Below is a rendering of the new elementary school at Woodland, Wash. It has bilateral lighting. Jutting out in front of the drawing is the play shed, a necessary adjunct in this warm, wet climate.







Clerestory windows of glass block light the corridors of Woodland School. This school serves as a community and civic contra

built at this time but probably will be completed next year. This wing will be used as a center for the education of handicapped children and will accommodate most of such children in the county.

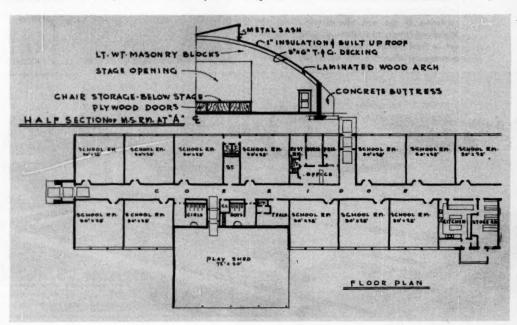
The building also is expandable at the north end.

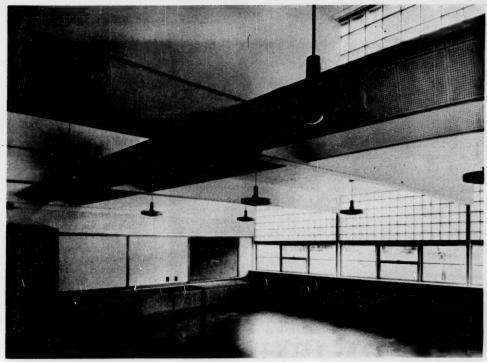
Cost of the Lowell School, exclusive

of architect's fees and sales tax but inclusive of the site work and retaining wall, is \$525,000. Construction started in November 1950 and is expected to be completed in August.

Roof construction of the Woodland Elementary School at Woodland, Wash., is similar to that of the Lowell Elementary School except that in the Woodland building the beams are level rather than sloping.

The building is composed of modular construction, regular bents 10 feet 8 inches on center and glued up laminated beams supported on pipe columns embedded in heavy blocks of concrete. Exterior walls are cavity walls, construction brick on the outside of the





This classroom at Woodland School has high-level daylighting because of emphasis given to the clerestory. Cabinets are of the movable, rollaway type. Absence of radiators increases the usable floor space; heating is radiant.

cavity and light-weight block on the inside. Concrete foundation walls are carried up to the window line all around. Entrances are trimmed with Arizona sandstone.

### MUCH GLASS BLOCK USED

All interior partitions are of 4 inch block and are nonload-bearing. Ceilings are of acoustic tile. Fenestration is of the glass block type. Clerestories are all of glass block.

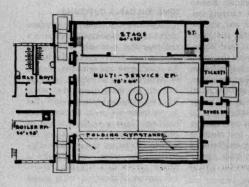
The multiservice room has glued up laminated arches and clerestory overhead lighting. The room will be used for a community and civic center as well as by the pupils in the school.

The building will have radiant heating in concrete slab. Oil will be the fuel burned.

There is plenty of playground space adjoining the school. Because of the wet, warm climate, play sheds were built. These are open on two sides but are protected from the rain.

The building is expandable at the classroom end.

Cost of the Woodland School, exclusive of fees and taxes, is \$320,000. Construction was started in November 1950 and will be completed in August.



Floor plan of Woodland Elementary School. The multiservice room is used for community and civic center as well as for school purposes. The architects kept away from wall windows and concentrated the light on the monitors overhead.



# THE COMMUNITY SEES A PARADE OF ACTIVITIES

J USTIFICATION for the inclusion of extracurricular activities in a school program is that activities, if properly directed, have distinct educational values. These values need constant reiteration to be clearly understood by parents and students. Too often they have meant to a boy's mother that he reaches home late—too late to do the errand she planned for him. To a girl's father such activities occasionally mean little more than a request for money for dues.

### **DEFINITE CONTRIBUTIONS**

We have an obligation to acquaint parents with the fact that school sponsored activities provide a program of social education, vitally important to adolescent youth, by leavening the traditional academic nature of a secondary school program. Parents and students are often not aware that these activities serve as an outlet for basic aspirations and imperative needs of youth. These extra or co-curricular pursuits have specific and definite contributions to make toward the purposes of secondary education. Many parents and teachers are well aware of the fact that the best training in character development and self-reliance comes from experiences in leadership, fellowship and followership in various activities. Parents and students alike need to know these objectives' importance.

The contributions in growth toward maturity from extracurricular activities are not so easily recognized as is learning of a more academic nature. Parents know when their children begin to read, when they write a story, or when they first do long division. They know too that learning has taken place when their daughter can talk over the phone to a classmate in a foreign language or when a son can explain the chemical processes involved in making a pane of window glass. But the results of the extracurricular program, believed to be so important in preparing youth for desirable citizenship, are much less patent to students and parents.

One approach we have found quite revealing in the interpretation of the extracurricular life of the school has been characterized as a "Parade of Activities" and has been presented in a variety of ways within the Lakewood secondary schools. It is presented in "parade" form to high school students in assemblies, to the incoming 10 B groups as a part of their orientation to high school, to junior high assemblies, to the P.T.A., and at open house. And the parade has been taken into the community upon invitation from service clubs and other civic groups. It was given an unusually cordial reception at the inaugural of a newly illuminated stadium, when particular emphasis was placed upon athletics.

The director of the parade has worked out a type of organization that can be varied to suit the particular year and situation. In the war years, physical fitness and service were featured within the theme of the defense effort. When peace came, the theme changed, and the cultural activities again predominated.

The number of student participants has varied, reaching a total of 100 when each of the more than 60 activities was included. It is a grand spectacle with students wearing Roman togas or Spanish shawls, carrying tennis rackets or compasses, and wearing or carrying other colorful and interesting costumes, insignia, and equipment. Adroit acting depicts the activities represented. In the original form a student narrator describes the opportunities and experiences as the standard bearer for one activity after another takes his place on the stage.

An a capella choir or an orchestra provides a background, and music is heard as an introduction and between the presentations of the main groups, which are classified as service, cultural and athletic.

On some occasions the entire cast of the pageant appears before community organizations. At other times, to make it varied, more wieldy, and to MARTIN W. ESSEX and STAFF
Latewood Public Schools
Latewood, Ohio

cause less interference with class work, the parade has taken an abridged form, with one speaker for each group or major area of activity.

During the last school year still a different form was used. The appeal to the eye, the pageantry of other years, was less elaborate, but a skit explained the opportunities offered by the activities with which the Lakewood High student may affiliate. A human interest approach was followed. The scene was an information desk in the main hall. Fourteen student speakers, ostensibly to help a bewildered 10 B girl and boy,



discussed the advantages of participating in the various activities of the extracurricular program. Suspense ran high to see which activities they would elect. The climax, of course, was amusing.

#### SOME VALUABLE OUTCOMES

To alert the community to the values of the entire educational program is a challenge that confronts educators in thousands of American school districts. An informative and attractive "Parade of Activities" is, we believe, a happy medium for familiarizing the public with the extracurricular activities that go on inside the walls of our school buildings. It is a yearly reminder to parents of the opportunities for developing vocational and avocational interests. The school is rightfully a proper agency to aid in the creation and nurture of these important phases of living. And certainly the conviction of the students themselves and faith in what they are doing grow with such a presentation.

Exchange students from Concord, Mass., visited the Lincoln Memorial, as well as other points of interest in Washington, D.C. One of the girls was surprised to learn that the same man had sculptured this statue and Concord's own Minute Man.

JUST a few weeks ago the principal of one of our leading southern high schools turned to two northern teachers standing in his office and said enthusiastically, "I swear that if this had been started a hundred years ago, there'd have been no war between the states."

As he spoke he was gazing out of the window at a mixed group of 70 high school pupils; 35 of them from Concord, Mass., and 35 from Hyattsville, Md. Only two days before they had seen each other for the first time; now they were chatting and laughing excitedly like lifelong friends. And indeed, if we are to judge from results of previous exchange trips, they were destined to become just that—lifelong friends.

We two northern teachers, looking at the happy crowd below, could only borrow one of the expressions of our southern friends to answer, "You know it's so!"

If there were no other reason for our wholehearted belief in the educational value of the student exchange plan, this alone would have been sufficient. But all of us who have tried the plan are sure student exchange means learning by living. If you would break down American prejudices, here is a beginning. If you would widen provincial horizons, the exchange plan brings broader vision and understanding. Here is the greatest audio-visual aid available in education. This is no picture of life; it is life itself.

The exchange plan on the high school level is relatively new, but already it is growing in popularity in many areas. Pioneer schools like Newton and Concord in Massachusetts, Hyattsville and Frederick in Maryland,



# OUR NEXT CLASS MEETS IN DIXIE

W. HAROLD O'CONNOR

Teacher, Concord High School
Concord, Mass.

and Wyandotte in Michigan are enthusiastic supporters of the touring classroom. This year Brookline, Mass., joined the group and carried out an exchange with a high school from the mining district of western Pennsylvania.

From a little island off the coast of Maine came an entire school to exchange with Newton, Mass. Many of the students got in Newton their first glimpse of a large city, their first ride on a subway, their first look at a sky-scraper. For some this was even their first trip away from their little island

home. When the 19 Newton High School pupils visit the tiny Maine school they will learn firsthand what it means to live in a tiny hamlet far from the mainland. They will find what it means to accept fishing as a livelihood, not just as a passing sport.

If you would hear the exchange plan's loudest boosters, speak to the parents of the students who have enjoyed this novel educational experience.

The Concord exchange plan is arranged to teach the students through a wide variety of experiences. These range all the way from etiquet to

salesmanship, from art to athletics, from informal letter writing to literature.

Preparations get under way early in the fall. All students from the junior and senior classes who wish to be considered for the exchange group present applications signed by their parents. The parents agree to their son's or daughter's participation and consent to house and supervise a visiting student during his or her week in Concord. They also agree to allow similar supervision of their own child in the place to be visited in the exchange.

All applications are turned over to a special selection committee consisting of three teachers and three members of the student council. This committee has the task of selecting the 30 or 35 boys and girls who will be sent on the exchange trip. Student members are given complete freedom in their votes. They are cautioned that those who are chosen should be students who will reflect credit upon the school and upon the community. Boys and girls selected do not have to be among the highest ranking scholastically but they should be those who show scholastic seriousness. Committee members are urged to judge applicants on the basis of loyalty, cooperativeness and civic responsibility.

#### REAL DEMOCRACY

If our results at Concord High School are any criterion, teachers in any system who work on such a selection committee will be amazed at the sincerity of the student workers. They are at times far more critical of their fellow students than we teachers are. The whole procedure is a real experience in scholastic democracy.

After members of the exchange group and several alternates have been chosen, all of these, with their faculty advisers, take up the task of raising the money to finance the trip. Since its inception at Concord High School, the exchange has been kept self-supporting. Some schools permit the students to raise their individual quotas in their own way. Some tax each exchange student a prearranged sum for the expense of bus or train fare. Our plan in Concord is to make this also an educational experience. We have had marked success with magazine subscription drives. No set amount is demanded from each student, but an individual quota is set, and each is encouraged to make enough sales to reach that quota. Even the alternates participate. How well these students sell with a goal in sight is soon

evident. We have found that a sum of from \$600 to \$800 can be raised with a five-week concentrated drive by about 35 students.

Each exchange student then writes out an informal personal profile to be forwarded to the other exchange school. The sketch is intended to give some idea of the author's appearance, traits, background and interests. When all profiles are completed they are collected and mailed in one package to the other school. There, after reading the profiles, the other exchange students select their guests. We ask our boys and girls, when they have the choice, to make first, second and third selections. As nearly as possible they are given their first choices. When several students select the same person, they compromise or draw lots until all have been matched.

Letters then begin to move back and forth, and long before the bus arrives at its destination, most of the pairs are well acquainted. Snapshots are exchanged, and often long distance phone calls are made well in advance of the

The next stage is the preparation of the itinerary for the visitors. The students write to the various places arranging for admission to spots of literary, historical or social significance. The Concord plan attempts to serve a variety of interests among its guests. Our tours have included visits to the homes of Concord's literary greats, tours about the scenes of our country's early struggle for independence, and trips to famous near-by colleges. For those interested in art we include a visit to the artists' colony in Rockport. We see the fisheries at Gloucester. We watch our state legislature in action, and we arrange supervised tours through an automobile assembly plant and many other points of educational interest.

### ADVANCE INFORMATION

Our guests are acquainted with their prospective trips through papers prepared by the students in Concord. All are assigned certain bits of research, and then this information is assembled into one pamphlet and duplicated so that each exchange student will receive the information well in advance of his visit to Concord.

Our exchange students are then required to raise through their own work the sum of \$25 each. This is expected to cover all personal expenses on the trip, such as meals, gifts and the like. Students are then expected to contact the teachers of all of their classes to obtain assignments. They are not excused from regular class work but are expected to complete all work missed within a reasonable time after their return. In addition they are required to give talks to their English classes, to discuss their experiences with their social studies classes, and to present interesting information to their science groups. All classes in which the exchange students study look for some interesting information as a result of the trips.

Other features of the exchange are arranged to include all phases of school life. The exchange group presents an assembly program for the host school. The student council sponsors a dance for the visitors. The honor society holds a tea for the exchange groups. Parents plan a special get-together for one of the evenings. Visiting students accompany their hosts to some classes. They are guests at various school activities, such as baseball games, track meets, and career day programs.

### "THIS I LIKE"

Concord High School pupils have all returned from their exchange trips bubbling over with enthusiasm for the plan. In the words of one boy, "If this is education, this I like."

Standing in the lobby after completing a tour through the F.B.I. building in Washington, a Concord High School junior remarked, "Now I see why they say crime doesn't pay. I'd say it doesn't even break even."

A Concord girl gazing at the figure of Lincoln in the Lincoln Memorial said, "Golly, I never knew until today that the same man who sculptured our own Minute Man also created this statue of Lincoln here."

A Hyattsville adult remarked, "This exchange is educating us, too. We imagined that you people from Boston were stiff and formal and very prim and proper — but you're real folks."

A Concord senior commented, "Say, I discovered that you can be in the F.B.I. without being an agent. I'm applying as soon as I finish school." (He did and will work in the finger-printing bureau if he is not called into military service.)

Another Concord girl said in a voice throbbing with feeling, "When I read that plaque with my uncle's name on it at the Naval Academy, I bet I grew a foot; I was so proud and thrilled. My dad wasn't kidding me after all."

### CHALK DUST

### **AUGUST**

My garden plot is full of bugs,/ of beetles, borers, worms and ants/ and other unassorted slugs/ make merry with my sustenance/ but let them work their wicked will/ and chomp until their jaws are numb/ for I bave bigger bugs to kill/ in my new core curriculum.

### BOARDS OF EDUCATION

IN MANY COMMUNITIES, August is the month when newly elected school boards go into action, for better or for worse. As a general rule, a Board of Education is the nicest thing that can happen to a school superintendent. It can raise his salary and appoint him chief policy maker, neither of which it does very often. It can trust him, like him, and brag about him until the entire community begins to suspect an Ethiopian in the woodpile. It can approve his methods and buy him a new school'bus, or it can tender him a banquet and make him an emeritus so graciously that he will never know he got a hot foot.

Despite these usual pleasantries, it is true that a small number of school boards are temperamental and—ahem—difficult. Such a group is likely to search out unexpected powers hidden away in the by-laws. It calls executive sessions whenever the school administrator leaves town, and in such cases it is foolish for him to spend money for a round trip ticket. It can review the bills with a jaundiced eye, and who is going to pay for that encyclopedia you purchased in a burst of enthusiasm? It can ask the most embarrassing questions, such as where were you when little Rancid committed mayhem on the playground?

In general, however, school boards are long suffering public spirited groups deserving of great honor, credit and glory, none of which they receive.

Despite some evidence to the contrary, Boards of Education are the stuff of democracy and a very present help in time of trouble, as countless school superintendents can testify.

### THE ANIMALS' SCHOOL The Honor Roll

WHEN THE PRINCIPAL of the Animals' School first decided to publish an Honor Roll, there was much gratification among the older animals at this evidence of respect for scholarship. The kids themselves, however, were less impressed, for they realized that whatever happened they would probably be sacrificial goats on the altars of parental pride. They were too immature to understand that the entire social fabric of a community may be warped or woven by such monkey business as an Honor Roll.

A few of the animals were divided in their opinions.

The Peacock family approved the project heartily because, as Grandpa Peacock said, mixing his metaphors, "It always gives the Peacocks a chance to crow." All opponents of Honor Rolls were roundly abused by the local editor, a Howling Monkey. "Names make news," quoth he, "and the school needs advertising." The principal, who himself was not averse to a little free advertising, felt that, for once, he was on the right side of the barnyard.

The question of how to manipulate the roll to please the right animals was made the subject of much faculty discussion. Mrs. Kangaroo, who taught third grade, felt that the matter of regular attendance should not be counted because her children were always skipping. The school principal, an old race horse, held that social position in the community should be the deciding factor. But scholarship won when the Owl Triplets, whose ancestors had nested at Hazvard one summer, were automatically given higher grades. Two otherwise brilliant candidates were dropped from the roll because their father, who was a kind of a rat, was not accepted in the better circles.

One unfortunate incident marred the joyous proceedings when it happened that a difference of only one thousandth of 1 per cent separated the Honor Roll leaders. This mathematical curiosity became front-page gossip in every chicken coop because the editor realized that it was a great human interest story and would stir up family feuds for years to come.

When the roll was finally published, the upper quartile owls were well pleased except those whose offsprings' names were misspelled. The lower quartile goats, however, bawled out their kids and started the usual petition to replace the principal, according to the time honored custom of the farmyard whenever anything went wrong.

### LOYALTY OATHS

TEACHERS SHOULD be grateful for the number of loyalty oaths they are asked to swear to before they start work every morning. In the good old days a teacher did not have the privilege of swearing, and even a little goshdarnit met with community censure. Among the most important freedoms now given educators is the freedom to swear. All of this profane pother reminds us of the story about the policeman who was detailed to pass judgment on a Communist meeting. No sooner had the meeting started than he called for the wagon and began to arrest everyone in sight. One innocent bystander objected. "I am a strong anti-Communist," he shouted. "I don't give a cuss what kind of a Communist you are," shouted the policeman, merrily whacking him over the head, "they are all the same to me."

MARTHA E. HOLLINGER

Associate Nutritionist

Louisiana State University and Agricultural and Mechanical College

### NUTRITION EDUCATION must begin with teachers

THE purpose of the Federal School Lunch Act has been stated as follows: "To safeguard the health and well-being of the nation's children and to encourage domestic consumption of nutritious agricultural commodities and other food, by assisting the states in supplying food and other facilities for nonprofit school lunch programs."

With the purpose of safeguarding the well-being of the nation's children in mind, the school lunch program aims at improving the nutritional status of the child. Our concepts of the problems of the school lunch have rapidly expanded from purely managerial phases to greater consideration of improving the nutritive value of the foods offered and eaten. The school lunch department is no longer a mere low-cost filling station. It is now an integral part of the health program of the school.

Critical studies of food selection by animals have shown that some individuals have "automatic guidance" in selecting foods that are needed to preserve or regain health, but the degree of guidance varies greatly with different nutrients and from animal to animal.

Similarly, some infants have shown evidence of ability to select an adequate diet when offered a free choice from a wide variety of simple foods. These infants, however, were taken directly from unsupplemented breast feeding before they had developed any food prejudices. In addition, these infants were offered only simply cooked unseasoned meats, eggs, whole grain cereals, fruits and vegetables, and milk. In other words, they could not go far wrong, regardless of the choices made.

It is a different proposition when one hears a naïve assertion that a child or adult living in a typical modern environment surrounded with refined foods of low protective value will exercise wise choices of food on the simple basis of taste and appetite. Gross evidence of malnutrition has been found among children in an orphanage in our state in which an excellent diet was available. In spite of an abundance of vegetables and milk, these children had refused to eat anything but bread and meat because bread and meat were what they were accustomed to, and no one concentrated on a change in their food habits. It is obvious that improvement of meals served is a different matter from improvement of the nutritive value of the food actually eaten.

Children must be educated to eat the

#### WEAKNESSES IN DIET

foods presented.

Food habit surveys in the state of Louisiana have been numerous. While both the methods used and the groups studied have varied, the weaknesses in diets have shown striking similarity. The most frequently encountered dietary pattern shows a preponderance of meat and cereals, a limited variety of vegetables and fruits, and a limited number of servings of these protective foods. Few families use a quart of milk per child per day. Good sources of ascorbic acid appear rarely on many diet records, while whole grain cereals and bread almost never appear. Butter and eggs are seldom used in optimal quantities.

Many school children eat little or no breakfast. Such surveys have shown the need for protective foods in the school lunch and the need for educating many children to eat these foods. The problem of really improving the nutritional status of school children is a problem of improving their food habits.

To improve food habits of school children, nutrition education must begin with principals and teachers. Too few of these realize the importance of protective foods in their own diets and the even greater importance of

these foods in the diet of the growing

Some years ago one principal in a school in which children were obviously poorly nourished and poorly fed by the school lunch told a nutrition worker he would not consent to spending money for milk instead of food. Some school lunch programs have operated for as long as 10 years with no efforts made to supply milk. This situation has been caused, in some instances, by a lack of pasteurized milk. In other cases the failure to provide milk has been caused by a lack of understanding of the importance of milk in the diet of the growing child. During the present year, however, 90 per cent of the 1700 schools operating school lunch programs have supplied a half pint of Grade A milk with each lunch served whereas in the 1947-48 school year only 35 per cent of the 1150 schools operating school lunch programs supplied milk. Vegetables have been slighted because, as nutrition workers are told, "the children won't eat vegetables.'

The managers of school lunch programs need help in learning how to prepare many foods and how to incorporate them into the school lunch menus in a variety of dishes. Some understanding of the nutritive value of these foods adds incentive to their use. Outstanding examples of this type of foods are dried eggs and dried fruits and vegetables. Former servicemen on the school staff often have a deep seated prejudice against anything dehydrated because they encountered such foods poorly prepared while they were on overseas duty.

In Louisiana, principals are now invited, along with school lunch managers, to workshops at which the use of dried eggs, dry milk, and other foods are to be demonstrated. These participants are usually convinced that such foods can really be made fit for

From a paper read at the nutrition section of the national meeting of the American Public Health Association, Nov. 6, 1950.



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human consumption, and even appetizing. Many people have overlooked the fact that hundreds of commercial products contain dried eggs and dry milk.

Teacher education has not included the simple basic nutrition information the teachers need to select an adequate diet for themselves or to help children with this problem. There is great need for integration of such basic information into the teaching program in teacher training institutions and in the public schools. In most schools only home economics students are taught enough nutrition to know how to select a balanced diet, and these students constitute a small percentage of the school population.

Such nutrition instruction must do more than teach facts, for knowledge about nutrition does not of itself guarantee the practice of good habits of eating. Nutrition instruction must develop a desire to make these facts function in the daily life of individuals. When the teachers have such basic information and interest in the health of their pupils the improvement of eating habits is simple.

In one parish the teachers were led to make a survey of their own eating habits and then a survey of the eating habits of their pupils. From the results of these surveys, as compared with the "Nutrition Yardstick," they were led to an interest in increasing the number of protective foods served and eaten in the school lunch. They became aware of the large number of children who came to school without breakfast; of the need for supplying milk in the school lunch, and of the importance of citrus fruits and green vegetables.

### EFFECTIVE EXAMPLE

In one school in this parish all teachers, high school as well as primary, ate with their pupils in the school dining room and set the example of eating vegetables and drinking milk. This day to day example was far more effective than any amount of precept.

Children who participate in such food habit surveys should evaluate their own food intake in terms of a recommended standard. They will thus see in what respects their own food habits are faulty and may be motivated to improve them. School lunch managers, when aware of the deficiencies of the diets, become eager to introduce into the lunches and make

acceptable foods that adequately supplement the home diets.

The lunch department and the people in it must provide pleasant associations with eating. The room must appear clean, light and airy. Proper utensils are essential. Sufficient time and a reasonably quiet atmosphere for eating are necessary. The introduction of a free school lunch program two years ago in Louisiana tripled the participation in our lunch programs in many instances. Often the existing space and equipment were inadequate for the increased participation, and in some cases the atmosphere became crowded, noisy and hurried. In such surroundings younger children especially are distracted from the business of eating, wait until hot foods are cool or ice cream is warm, and leave without eating an adequate lunch. Schools soon adjusted this by properly staggering the lunch period in order to alleviate such difficulties.

### WELL COOKED FOOD

In a successful school lunch program food obviously must be well cooked and seasoned. Younger children prefer mildly seasoned food. The flavor of such foods as well ripened cheese must be diluted by combining the cheese with bland foods, such as macaroni or rice. Peanut butter is better accepted if it is softened with milk to make it less sticky. Unfamiliar vegetables are served in small amounts, often a mere taste. Mixtures of food, such as mixed vegetables, should not include many varieties. Workers in the school lunch program find that complex mixtures invariably result in increased

Tomato juice, citrus fruit juices, or small portions of raw fruits and vegetables are easily introduced to young children in the form of "party foods." The festive occasion and attractive appearance of the foods, along with the social atmosphere and example of the group, induce at least tasting by every child. Fruit juices and peanut butter or cheese spread on crackers make an ideal mid-morning snack to serve in the classroom. Such foods can be prepared and served by the children themselves, and this participation adds interest. Long rides in school buses after early breakfast or, too often, no breakfast, give rise to healthy appetites at this time of day.

As a whole, beginners in school more readily accept new foods than older children do. Most young children enter school with a spirit of acceptance of the pattern of behavior required by the school program. Eating with their classmates of whatever food is provided is a natural part of this program. In addition, the young children are more frequently supervised in the dining room by their teacher, who sets the example of eating and encourages the children to eat an adequate meal and at least taste all foods served. Children are encouraged to say, "I have not learned to like this," instead of, "I do not like this,"

In our recent studies of the acceptability of evaporated milk the acceptance of the milk was good at all ages but was somewhat better with younger children. In a previous study an even greater difference between age groups in this respect was found. Similarly, in a pilot study of the acceptance of reconstituted nonfat dry milk solids a slight difference was found between younger and older children in their acceptance of the milk. This greater willingness on the part of younger children to accept unfamiliar foods is well known to many who deal with the eating habits of children. It is, however, often overlooked, and the years most favorable for developing familiarity with a wide variety of essential foods are neglected.

### FIRMLY FIXED HABITS

Children in upper grades of grammar school and in junior and senior high school present somewhat different problems in regard to food habits. Their food habits are more firmly fixed, and they usually have more spending money with which to buy soft drinks and candy bars to satisfy their appetites in place of the more nutritious foods served by the school lunches. Supervision of the food selection of older children is given in few school lunch programs. For this group a teaching program that integrates the basic facts of nutrition into the subjects that all children study is essential.

In summary, the problem of introducing more protective foods into the diet through the school lunch program is largely an educational problem. First of all, school lunch managers must be taught to prepare the foods. Teaching personnel need training in the facts of nutrition in order to select their own foods more intelligently and thus to teach by example. Integration of such simple facts into the school curriculum in such a manner that they reach all children is essential.



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# TELL YOUR SCHOOL'S STORY IN COLORS FOR \$25

R. MURRAY THOMAS

Professor of Education and Psychology State Teachers College Brockport, N.Y.

I T WAS a three-day institute for administrators on "Better Public Relations." Two principals walked together out of the college auditorium after the first day's meetings.

The Elm Park principal said, "I know how Parents' Nights help. But in Elm Park I think more people ought to know what happens in school. We can't reach enough of them. Not enough come to P.T.A. or Parents' Night. Of course, we talk once in a while at service club luncheons, but that gets pretty dry."

The Kyleton principal suggested, "Why not make a picture story of Elm Park schools? Take the school activities right out to people. Let them see school life projected on the screen."

"Oh, we thought of making a movie.

Who hasn't? But that's out. Costs too much. Even if we could afford film, we couldn't get a photographer who would be any good. And nobody on our faculty has the time or experience to direct a movie."

"No, I didn't mean a movie. Use colored slides, or make a filmstrip. Lots of schools do it. Our high school has a series of colored slides titled 'School Time in Kyleton.' It didn't cost much to make. One of the social science teachers and some students did it. We show it to groups in the community, and it gets a big response. It was really a help when we wanted support in our building program. And we also found that one of the best uses for the film is in orienting freshmen at the first of the year. We've even been taking

it to the elementary schools and showing it to eighth graders in the spring so they know a little about what high school will be like in the fall."

This was the conversation that initiated an Elm Park project. The result was "The Elms," a series of 75 colored slides that tell an interesting 18 minute picture story of life at Elm Park High. This investment of about \$25 will be good for years.

The process of creating such a film story of a school (or a story of part of the school program, such as shop work, art and music activities, or the methods of teaching reading in the elementary grades) is simpler than the finished product would indicate. The final film can look almost professional, yet be produced by amateurs.

A faculty member who takes pictures, or perhaps an interested camera fan in the community, can direct the production. A committee of diligent students not only can be of help in the project but also can learn much from participating in this activity. Many high school students are adept photographers and have good ideas for creating a script.

By following the outline I shall give, a person or group can produce a selfmade series of slides or a filmstrip at little cost. Procedures other than this may be used effectively. However, the steps outlined here are easy to follow, and a good film will result.

Select Topic. Decide what story you wish to tell; for example, "A Typical Sophomore's Day," "Athletic Program at East High," "A Day in First Grade," "Why Go to Kindergarten?"

Outline Story. Write the different ideas you wish to cover in the film. Then organize these ideas into a story (at least in outline form) that will enable the viewer to understand what you are trying to tell. It is best to limit the number of ideas and tell each one well.

Plan Picture Sequence. Decide what kinds of pictures will clearly illustrate the story. An effective procedure is to divide work sheets into two columns. Write the story outline in the left-hand column, leaving the right-hand for describing the proposed photographs that tell the story.

In planning the proposed "shots" in the right-hand column, the committee should consider: How many pictures will be necessary for each idea in the story? What will be the content of these pictures? Where might they be



One story that may be told in slides is "A Day in First Grade."

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Vol. 48, No. 2, August 1951

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taken? What background should be included? Would a brief pencil sketch of the placement of people and objects be helpful in planning the photographs?

Special attention should be given to beginning the picture-story in such an interesting way that the viewers will want to see the next development. The value of an intriguing beginning is demonstrated in commercial movies, which depend heavily upon the opening scenes to arouse the curiosity of the audience.

Plan Narrative. Along with outlining the picture sequence, the planner should make some decision as to what explanation of the sequence should accompany the film. The narrative that explains and adds to the pictures can be produced in any of a number of ways:

 Printed Words: Printed titles or explanations of the sequence may be interspersed among the photos to help tell the story, as was done in the old silent movies.

The advantages of this are that all the explanation for the pictures is contained in the one filmstrip or series of slides; the series is self-explanatory, and it is in a proper teaching sequence.

The disadvantages are that when printed titles are used, the number must be limited; otherwise the audience becomes bored and often lost. Titling is usually difficult for amateur photographers.

2. Speech: During each showing of the film, the projectionist or lecturer may tell the story or give an explanation of the picture sequence. The advantages of this method are that only the picture sequence is required on the film; no tiding need be done. The lecturer can shorten or lengthen the explanation, depending upon the background of the particular audience.

There are disadvantages, too. Practiced lecturers usually are needed to give an adequate running narrative. Reading a narrative from a prepared script is difficult because a light must be provided for reading in an otherwise darkened room. Such reading often is laborious and lacks spontaneity.

- 3. Recordings: A recorded lecture to accompany the picture series may be made on phonograph disks, a tape recorder, or a wire recorder. The project on the next picture in the series, for a tone is sounded within the recorded narrative each time another picture should appear.

Among the advantages of a recording are the facts that a well planned narrative always accompanies the series; no fancy titling needs be done through photography; all explanation for the pictures accompanies them as they appear on the screen, and additional sound effects (such as the shouts of a gymnasium class or the music of the school band) may be recorded with the narrative.

The disadvantages are that additional equipment (sound machines) must be available each time the film is shown. The life of home produced phonograph disks is fairly short. If the recording is done on tape or wire, many schools cannot play it, for they do not have these machines.

The narrative and amount of tiding thus depend upon whether recording or printed titles and explanations are used. More explanation may accompany the film if the narrative is spoken or recorded than if it is all to be printed on film. All things being equal, the best film might begin and end with photographed titles (for example, "Greenwood School Life" and "The End"), but the running story would be tape recorded. If a shorter showing of the film series was desired sometime, the recorded narrative could be replaced by a spoken story.

Take Pictures. Using the plan for pictures as a guide, the film producer photographs the desired scenes. This requires certain equipment: (a) a 35 mm. camera (many persons in a community own this type), (b) a roll of either color or black and white film, and (c) photo-flood lights or flash bulbs if any of the pictures are to be taken inside a building.

The photographs should be taken just as any good pictures are taken. Helpful hints to aid the beginning photographer are available in booklets found in any photography shop.

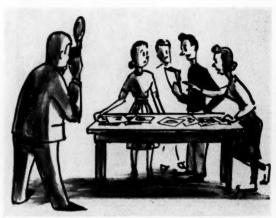
If the photographer has any doubt as to whether a particular "shot" is good or whether he has given the proper exposure to a scene, he usually should shoot the scene over again for good measure. The photographs do not have to be taken in the order in which they are to appear in the final series.

Have Pictures Developed. Have the film developed as any regular roll is developed. If color film has been used, the finished colored slides will return from the developing plant completed, ready to be projected on the screen.

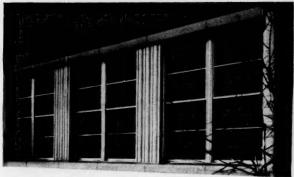
If black and white film has been used, the photographer will have to select the negatives he wishes to have made into slides. The negatives should be taken to a photographic shop to be made into positive slides. (All shops do not do this type of work, but a shop that does is available in most communities.)

Perhaps the film planner prefers to have the series of pictures attached in one filmstrip rather than made as individual slides. If so, he should inform the photographic shop of the order in which he wishes the pictures to appear on the final filmstrip.

The story of a school is now ready to be projected.



A rough sketch of people and objects may help the photographer.



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### Reduce costs by using MECHANIZED EQUIPMENT

### for building and grounds maintenance

S INCE labor is the principal cost in building and grounds maintenance, it is imperative that school boards explore every possible means to reduce man-hour consumption in the maintenance of their properties. This exploration will lead directly to mechanized equipment and in most cases will result in the establishment of an equipment acquisition and replacement program.

Many times a piece of equipment can be acquired for a specific improvement project, and its cost can be regarded as a capital charge against the improvement. The equipment then can be used as a part of the regular maintenance program. For example, if a minor grading project is to be done the school, rather than rent equipment, could purchase a small tractor with a front-end loader with attachments that might include a plow, a disk, and a grading device. Later, additional attachments, such as snow plows, spray rigs for weed control and shrubbery, large augers for shrub

planting, and spikers for aerating the turf, can be acquired as needed.

It will be found in many cases that the total acquisition costs of this equipment will not exceed the cost of renting it from a contractor. As an example, a small tractor with all the grading implements will cost between \$3000 and \$4000, depending upon the equipment desired. It must also be remembered that many of the small tractors are adaptable for mowing of turf, and this, too, is a labor saving device.

In selecting a tractor, or for that matter any piece of equipment, boards should not operate on a minimum standard basis. Acquire multiple use equipment and get it large enough to do all of the work for which it might be needed. In the not too long run, this will make for sound economy.

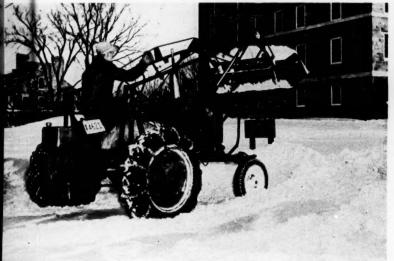
Many school boards are still using hand labor for cultivation of shrubs and flower beds. Shrubs should be planted far enough apart so as to permit their cultivation with mechanical equipment of the rotary tiller type. ROBERT E. EVERLY

Superintendent of Parks, Glencoe, Ill. Partner, McFadsean, Everly and Associates Site Developers and Engineers Winnetka, Ill.

This kind of equipment costs from \$400 to \$650, and I have known of many instances in which it actually paid for itself in the period of four seasons.

Leaf disposal poses a costly problem for many school boards. The raking, handling, hauling or burning of leaves are time consuming. At the present time a piece of equipment is available that picks up the leaves, grinds them into powder and blows the residuum back on the turf, where it acts as a mulch and fertilizer. This equipment is tractor drawn and costs about \$1300. We have been using such a leaf emulsifier in the Glencoe parks for four years, and our cost records indicate that it saves us \$1500 annually in the handling of our leaf problem.

Another piece of equipment that pays for itself in a short period of time is a spray gun for painting. It is surprising to me how many school districts do not own such equipment because it has innumerable uses around a school building. We have found that a portable electric flexible shaft with attachments of drills, brushes and polishers saves a great deal of time in polishing floors, cleaning walls, drilling, tree feeding, and wire-brush-



Tractors can profitably be fitted with snow removal equipment, such as plows, loaders and rotary brooms. With power take-offs, various kinds of spraying equipment can be operated. Power loaders and saws also may be attached to tractors, and road building machinery can be used with them.



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ing of outdoor surfaces in preparation for painting.

Most school plants have a good deal of shrubbery to prune each year. I suggest that the next time there is this type of pruning to be done the school administrator keep count of the number of man-hours required and at a later date borrow electric trimmers. He will probably find that the electric equipment would be paid for in two trimmings with the manhours saved.

Even a medium size school district has much use for a pickup truck. This truck can be made more flexible and can be used a great deal more if the body is equipped with a small hoist operated off the fan which is now available in equipment of this size. This dump feature makes it readily available for the transfer of soil and other materials, and it also facilitates the moving of heavy equipment, such as pianos and large desks. And, by the way, specify oversized tires on the four wheels so that the truck can be used without damaging the turf.

#### OTHER TOOLS

When a school board becomes equipment minded, it will find many other mechanized tools to make the maintenance crew more effective. What is more important, good maintenance can be kept within tax income if the right tool is available for any and all tasks. In our own case, we are maintaining 130 acres of parks and school grounds with four men, but without the excellent equipment that we have we would probably require from 12 to 14 men for the same work. It requires no brilliant mathematician to figure that our equipment program is a money-saving device.

Equipment, of course, is not the entire answer because it is no better than its operator. The school custodian is not just another laborer. By and large, he is a loyal, efficient person interested in making a contribution to the field of education.

It cannot be overemphasized that the custodial service is not a repository for the old people of the community. Individuals who are responsible for the care of millions of dollars' worth of school property should be carefully selected.

The custodian should be considered a specialist, and the school board should willingly invest time and money in his development. He should be sent to short courses or workshops, such as the classes at Purdue University which deal with all problems of turf, or to Pokegan State Park in Indiana, where the school, recreation and park authorities provide an intensive five or six day course on grounds maintenance in cooperation with Indiana University. Many of the state colleges and universities throughout the nation offer specialized courses designed for the custodian.

#### CARE OF TREES

In last month's article, I discussed several phases of summer maintenance. In addition to the equipment topic, I promised to write for this issue something about the eradication of weeds and the selection and care of trees and shrubbery.

Plant life on the school site should be indigenous to the region and should be purchased from nurseries located in the geographic region in which they are to be used. Not only will such plants do better, but they will also be more appropriate. By the foregoing, I do not mean to exclude from use some of the hybridized varieties of shrubs, particularly of the flowering type, that add much to some grounds. The local park or landscape architect should be contacted for suggestions on the selection and design of shrubbery and tree plantations.

Two serious diseases threaten to exterminate our great American elm and until these diseases (Dutch elm disease and phloem necrosis) are controlled, it is advisable to omit elms from the planting list. In the northern part of the Midwest, a serious oak disease has developed and is spreading rapidly in all directions. Inasmuch as it affects all varieties of oak, these too should not be planted until the disease is in hand

In place of oak and elm, we might consider hackberry, locust, one of the maples—either hard or soft—American or European beech, and the Wisconsin or Thurlow weeping willow.

In the southern region such trees as the gum, magnolia, tupelo, the Kentucky coffee tree, ginkgo and many others can be used. For further information about the care of trees, including their spraying, feeding, bracing and trimming, a specialist should be contacted. Information concerning these specialists and the problems of trees can be obtained from the Shade Tree Conference at Ohio State University or from your state college or university.

There is an old saying that the best time to prune is when the pruning shears are the sharpest. This is a good general rule, but it does not apply to flowering shrubs and trees, which should be trimmed immediately after they flower; of course, it does not apply to the hard maple, which should not be pruned in winter or early spring. Shrubs are living organisms and require periodic pruning and ultimate replacement. Shrubs that are permitted to grow rank are not attractive and actually detract from the beauty of grounds. Pruning of trees should be programmed because most trees require some thinning out, removal of dead wood, and perhaps bracing every three or four years.

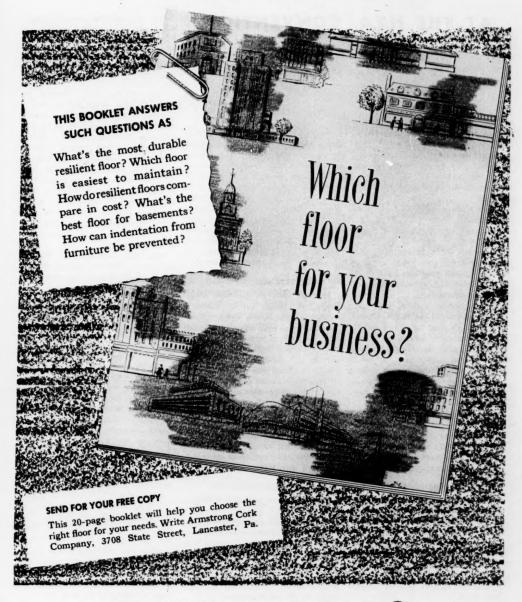
If a regular tree maintenance program is established, it will be found that the cost is not prohibitive. Expensive tree surgery, except in the case of historic or memorial trees, should be avoided. In many cases it is cheaper to replace a diseased tree with a large, transplanted healthy one than it is to spend money on cavity work.

### WEEDS

There are several good weed exterminators on the market, most of which have 2-4-D as their base. A weed control program costs only \$4 to \$6 an acre. This control usually lasts for three or four years, and then, because of the blowing of seed or of seed lying dormant in the soil, another application of weed exterminator will be required. Do not use 2-4-D on any new grass seedings. Spraying with 2-4-D is effective against most broadleaf noxious weeds, including dandelion, buckhorn, plaintain and thistle. When this substance is applied according to directions and when the temperature is above 70°F. it is most effective.

Extreme care should be taken to prevent any of the 2-4-D solution or powder from coming in contact with ornamental trees and flowers. Even the drift from the material, while it is being applied, will kill most plants. Some regions are plagued with crab grass. There are some new materials on the market that have great promise for the control of this weed, and I suggest getting in touch with Purdue University or your local college or university to get the name and directions for use of this material. Poison ity is now easily controlled with 2-4-5-T.

# Here's helpful information for school administrators



THERE'S AN ARMSTRONG FLOOR FOR EVERY SCHOOL NEED



### Teachers mobilize to strike back

### at organized attacks on public education

### AT THE N.E.A. CONVENTION

### ARTHUR H. RICE

SAN FRANCISCO.—The summer meeting (Representative Assembly) of the National Education Association, which met here July 1 to 6, might be headlined with banners such as these:

Teachers Strike Back at Attacks on

Schools Insist That They Teach Moral and Spiritual Values

Women Want a Chance at School Administration

Militantly, the teachers of America, as represented by some 5000 attending N.E.A. summer programs, have mobilized to strike back at organized attacks on public education.

Inaugurated at a rally, July 3, at which members of the N.E.A. Defense Commission named names and exposed technics and secret sources of funds, a attempts "to undermine the public school system of this country." Then followed a three-day series of programs, the themes of which positively stated these beliefs:

"The schools are the nation's best investment."

The purpose of modern education is to meet today's needs."

The schools teach the fundamentals." The schools teach moral and spiritual values."

The schools lay the basis for sound American citizenship."

Why? Why do these groups (see articles by Robert Skaife in The NATION'S SCHOOLS for January, February and May and the interview with the late Frank Buchanan in the July issue) sow distrust of the American public school system? The question was asked by reporters, by delegates, and by program participants.

There's no one answer, said members of the N.E.A. Defense Commission.

Some of the organizers are professional agitators, but the great danger comes from the support they obtain from political and financial sources of power. Some are fighting all forms of taxes but find school taxes easier to get at; some do not believe in public education, and are seeking a complete return to private and parochial schools; some want to blank out the history of the past quarter century and straitjacket schools with a social and economic orthodoxy of the Nineteenth Century.

### VITAL IMPORTANCE

In every case, warned Supt. Virgil Rogers of Battle Creek, Mich., a member of the N.E.A. Defense Commission, it is of vital importance to differentiate between honest criticism from counter-offensive was launched against responsible and respectable groups of citizens and dishonest, trouble-making attacks by groups with ulterior motives.

"Healthy criticism of public education is an indispensable element in the continued growth of our public school system," Mr. Rogers said, "but misrepresentation, falsehood and distortion, now used in many quarters in the attacks upon the schools, will invariably undermine public confidence unless early identified and vigorously dealt with."

### **GOVERNOR PLUGS FEDERAL AID**

The teachers of California wanted to be proud of their governor, Earl Warren, and he did not let them down. Greeting the convention at its opening session Monday evening, Governor Warren said: "Your presence is reassuring to us because we recognize in your association the greatest exponent of wholesome and enlightened American youth in the entire country."

The governor spoke courageously in

education. "The greatest of all our social objectives," he said, "is to have an enlightened citizenry. The foundation for such a citizenry is to be found in universal public education. We must. therefore, strengthen our public school system today, tomorrow and every day until it serves its true purpose everywhere."

And the California governor pleased N.E.A. officials, too, with a plug for federal aid. "There are states," he said, "that do not and cannot maintain educational standards adequate to presentday needs, unless assisted by the federal government."

'The time has come," declared Joy Elmer Morgan, editor of the N.E.A. Journal, "to perfect a design of professional machinery capable of performing effectively the common tasks essential to our welfare and survival. That is what the Centennial Action Program proposes to do. It gets its name from the fact that our association was born in Philadelphia in 1857 and in 1957 will observe 100 years of its being. The hard core of the program is a single membership fee covering local, state, national and world service, collected by the local."

After three years of effort to build an international body of teachers, there is still no truly World Organization of the Teaching Profession. "Too many (countries) are outside our ranks, W.O.T.P. president William Russell told delegates. Dr. Russell is dean of Teachers College, Columbia University.

#### SHOWDOWN ON WORLD GROUP

Teacher associations of Soviet-dominated countries have instructions not to cooperate with W.O.T.P. But even Western Europe teacher associations are not inclined to join the W.O.T.P. orbit, Mr. Russell sadly reported. Teachers of France, Belgium, Holland and Scandinavia are giving their first loyalty to their already established international organizations (I.F.T.A. and F.I.P.E.S.O.) and have so far refused to ratify the W.O.T.P. constitution.

Showdown will come at a meeting scheduled at Malta for July 20 to 26. If the big European organizations still refuse to join, Mr. Russell said, W.O.T.P. will go ahead with the 32 national organizations that support the present draft constitution and will "build a truly international organization which will welcome all teacher associations that want to cast their lot with us."

Discrimination is rife in the public terms of a greater investment in public schools, charged Mrs. John E. Hayes of

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Twin Falls, Idaho, president of the the social passion inherent in our reli-National Congress of Parents and Teachers. . . . At the heart of our civilization and way of life are certain

"I am not thinking about discrimination against nationality, color or creed, but against those who lack wealth and social status." Mrs. Hayes contended that the prejudice is directed against children whose parents happen to live on the wrong side of the track, and that she has been astonished to hear from P.T.A. members how widespread that prejudice is. One parent wrote Mrs. Hayes that a child from a low economic level was never called by name in a classroom; the teacher always called him "Hey, you in the red sweater."

### UNDEMOCRATIC ATMOSPHERE

Children cannot develop democratic values, Mrs. Hayes said, if they live in an undemocratic atmosphere. It is up to the public schools, she said, to build "innumerable islands of brotherhood" and thus narrow the vast sea of human indifference to human misery. Only in that way will the public schools help bring about universal brotherhood.

Superintendents should be slow in calling news conferences except in instances yielding "truly important news," advised James A. Bales, managing editor of the San Francisco Call-Bulletin. He also cautioned against too frequent mimeographed releases and other canned news. Editor Bales told a luncheon meeting of the Educational Press Association that editors like news and features prepared for their individual paper. This means that news has to be written especially for a specific paper if it is to have a reasonable chance of being published.

From the opening program Sunday afternoon to the last general assembly Friday, convention-goers were reminded that schools must teach moral and spiritual values. The extent to which this mandate is accomplished was not a point of agreement. Hope rather than credit for achievement was implied in the vespers address by the Rt. Rev. Henry H. Shires, suffragan bishop of California. Said Bishop Shires:

"Political democracy, as we know it in its modern dress, represents the triumph of the Christian doctrine of man. The truths imbedded in the Constitution of the United States are the outflowering of the emphasis on the worth of the individual. The gradual assumption on the part of the state of the responsibility for caring for the poor, the unemployed, the fatherless, and the aged has been due to the influence of

the social passion inherent in our religious tradition. . . . At the heart of our civilization and way of life are certain basic spiritual and moral values that can be traced in the foundations of our society.

"But no culture or way of life can long maintain or sustain itself by the momentum it has gained. From the standpoint of good educational practice alone it would seem unwise not to offer an adequate understanding of these factors which for good or ill are responsible for what we are. Democracy, for example, can only survive if we are religiously and spiritually convinced of the idea of the supreme worth of the individual.

"If there is one thing our generation has taught us, it is that when men propose to take away freedom of speech, freedom of worship, freedom of assembly, they must take away the people's faith. Totalitarianism with its tyranny over the souls and bodies of men always moves inexorably to deprive men of their faith in God."

But Bishop Shires was not convinced that schools are doing an adequate job. In fact, he maintained that "the secularism of American education means not just the omission of a consideration of religious and spiritual values from the curriculum but amounts to a repudiation of religion in the eyes of those who are being educated."

### ANSWERS SECULARISM CHARGE

Unplanned but nevertheless an answer to the bishop's cry of "secularism" was the point of view of the president of the National Education Association, Corma A. Mowrey, as expressed in her address on Friday. She said:

"The time has come to say that teachers deeply resent and repulse the attempts to identify the teaching profession with a lack of concern with moral standards and values. The Educational Policies Commission's report on moral and spiritual values correctly assumes that the American policy of separation of church and state is to be maintained. It declares that the whole educational system is concerned with the transmission of moral and spiritual values. It affirms the policy that the public schools can and do and will teach the moral and spiritual values that are shared by all Americans, regardless of religious denominations. With these clear affirmations, we welcome cooperation from homes, churches and community agencies in order that a more healthful moral environment may be developed for our young people."

With the attention of the nation directed to this summer meeting, the Educational Policies Commission hoped to interest the press in facts and figures for more attention to the needs of public education. So it timed the initial release of a bulletin, "Public Schools, a Top Priority," for a press conference at the San Francisco meeting July 1.

Eastern reporters covering the convention—wise to the ways of making news of such meetings with the press—asked encouraging questions. Representatives of the local press listened politely and took pictures (It's all in the day's work!).

Warned William G. Carr, commission secretary, in presenting the publication: Twice before, during World Wars I and II, education was considered expendable, with (quoting from the bulletin) "a legacy of neglect which continues to enfeeble and harass the schools today, to weaken the power of the nation to withstand subsequent crises, and to injure beyond repair the educational opportunities of two generations of Americans. Will this record of inattention and shortsightedness be repeated?"

Carr stressed three aspects of the present problem: (1) the emergency may continue for decades; (2) the struggle is in large part one of ideas and loyalties, and only citizens who are well-grounded in their own loyalties can protect the ideals of this free nation or win others to support the cause of freedom; (3) since the Soviet Union and its satellites outnumber us in terms of massed manpower, our advantage must be in the educational level and industrial productivity of the American people.

### TEACHER SHORTAGE ESTIMATED

Said Supt. Kenneth E. Oberholtzer, president of the A.A.S.A.: "You can't neglect the substantial education of a generation of children and expect to catch up. During the period from 1940 to 1950 there was a 24 per cent increase in the number of children under 15 years of age, compared with a 14 per cent increase in the total population. During the next ten years the estimated increase in the number of children 15 years old or younger is 28 per cent. In other words, the decade we are now in will see a 50 per cent increase in the number of children to be educated.

"In the elementary classrooms," continued Supt. Oberholtzer, "we face a net shortage of 50,000 teachers this fall. It is estimated that 30,000 more class-



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rooms are needed when schools resume in September. But as of Jan. 1, 1950, only 12,000 new classrooms were under construction. This year 300,000 children were not getting a full term of schooling because of the lack of school housing."

And," said Edgar Fuller, with an assist to Oberholtzer, "we still have 100,000 uncertified teachers who do not meet the minimum professional standards of their respective states."

Mr. Fuller, who is executive secretary of the National Council of Chief State School Officers, answered questions on school costs. "The annual expenditure

billion dollars," he said. "Normally, about 15 per cent of the total budget we are so far behind in school building and replacements that we should be spending from 20 to 25 per cent for this purpose."

What should be the range for annual salaries for teachers?" a reporter asks.

From \$3200 to \$8000, suggested Carr. No one could recall a situation today where a classroom teacher had reached an \$8000 maximum, but at the other end of the scale, said Carr, "one-fourth

for public schools is now about five of all the teachers in this nation were paid less than \$2400 this year."

Answering another question, Carr exis required for capital outlay. However, plained that the Educational Policies Commission has not asked for military service deferment for men teachers, but it decries the fact that economic pressure is forcing the loss of teachers to better paying occupations. "Men who want to be teachers find it increasingly difficult to support families," he said.

#### **QUESTION MEN'S SUPERIORITY**

Protected by their numerical supremacy here, classroom teachers had the courage to question the superiority of men in school administration. The National Council of Administrative Women in Education released and interpreted the report of a survey conducted for it by the N.E.A.'s research division.

Said Kathryn E. Steinmetz, president of the council and a district superintendent of schools in Chicago, in the foreword of the report: "The council has not sought headlines, marched with placards, or branded school systems as unfair. However, there is a time for men and women to consider whether the highest school positions are open to all who are competent.

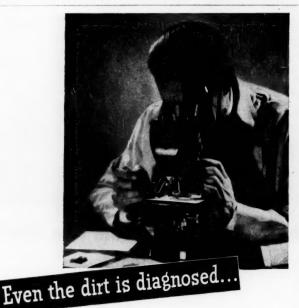
Women school executives are more likely than men to have had extensive classroom experience and therefore to be better qualified to understand instructional problems.

The greatest amount of apparent discrimination against women comes in their seldom being promoted to principalships in junior and senior high schools," said Miss Steinmetz. "City superintendents need to be convinced that there are women as capable of doing the job as men.

"On the other hand, women interested in administrative work must show that they have the capacities, are willing to accept the unpleasant aspects of administrative work, and will seek preparation in sufficient numbers to provide an adequate supply."

J. Cloyd Miller, superintendent of schools at Deming, N.M., was elected president of the N.E.A.

Resolutions passed by the association decried "general and irresponsible attacks on the schools," expressed opposition to the employment of Communists in public schools and to the use of public funds to help private schools, and advocated the reservation of television channels for education purposes, the education of American youth to the danger of narcotics, and higher salaries for teachers.



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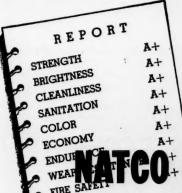
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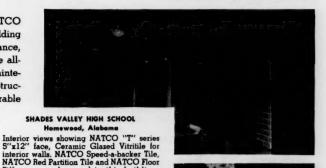
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## wire from Washington

#### No ripple

► There was hardly a ripple of excitement when Rep. Barden sent to the House hopper his federal aid to education bill. No congressman rose to extol the bill's merits. The chairman of the House education committee (Barden himself) scheduled no hearings.

The other side of the Capitol was equally tranquil. Sen. Taft, who two years ago invested hundreds of hours of work in stewarding to enactment the Senate's version of an aid bill, said he does not plan to introduce another one. Only spark came from Sen. Hill. He said that federal aid is as necessary today as it ever was; that he will soon introduce a bill; that the Senate will pass it.

A mile away from the Capitol, at N.E.A. headquarters, there were no huzzahs when Barden introduced his bill. Most N.E.A. officials were getting ready to go to the San Francisco convention and had no time for statements. However, they were "naturally pleased" that Barden kept his promise, first made in February.

Other inhabitants of the town, say, the U.S. Chamber of Commerce or the American Federation of Teachers, received the news of Barden's \$300,000,000 bill in silence. This is partly due to the fact that its chances for passage this year are nil, and partly to the fact that the sum of \$300,000,000 is hardly worth talking about in this year of billions. The A.F.T., for example, thinks that only a billion-dollar aid bill will help the schools. One official remarked that \$300,000,000 is just about what we spend to fit out one armored division for one year.

#### How to get steel

▶ A corps of 30 special workers in the U.S. Office of Education is receiving and passing upon applications from school officials for authority to begin construction. The "processers" are confronted with hundreds of the now famous CMP-4C forms required by the equally famous Controlled Materials Plan. One week before C.M.P. got under way, some 400 applications were already on their desks. The number of applications are spurting upward daily.

Privately, Office of Education officials say the "bank" of steel and copper which N.P.A. set aside for education for the third calendar quarter will hardly be enough to fill educators' needs. N.P.A. granted education only 62½ per cent of what Office of Education officials estimated would be needed for school and college building. Comparative Note: The automobile industry was given 65 per cent of its requested steel.

#### Men against the curriculum

► Twelve men and women were in Washington last month to talk about life adjustment education. Officially, this was a meeting of the Second Commission on Life Adjustment Education. The first commission, which served for three years, dissolved itself after reporting that the life adjustment concept is making headway among the nation's high schools, but that more work lies ahead.

Biggest job is to find ways to keep in school that half of the high school youths who drop out before graduation. One way to do it is to organize courses around problems of living, the new chairman, Paul D. Collier, believes. Mr. Collier is from the Connecticut State Department of Education, which has a topnotch record in service for in-school and out-of-school youths.

The commission has no intention of launching grandiose programs. It has no money and has been existing on small \$5000 grants from the Sears-Roebuck Foundation. The commission wants to keep in the background and to meet as infrequently as possible. It wants to encourage others to publish materials on life adjustment rather than to become a publishing house of its own. It wants to decentralize activities through state departments of education and through existing educational organizations.

Because of that, life adjustment ideas, publications and conferences are likely to sprout everywhere and anywhere and sometimes under unexpected guises.

For example, Rochester, N.Y., has set teachers.

up a pilot study in one high school to revise the contents of mathematics for noncollege bound youths. Pittsburgh agreed to study dropouts from all public schools during the current year. Milwaukee's North Division High School is carrying on work to see how offerings in functional science, family living, and general mathematics may be improved.

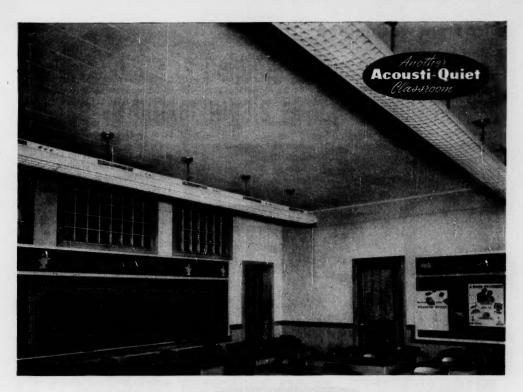
The Life Adjustment Commission does not claim credit or responsibility for these and hundreds of similar activities. But the commission is glad they are underway and will try to disseminate facts about worth-while results as they become available.

#### Plans for a birthday

The N.E.A.'s 100th birthday is still six years away, but "centennial" is already a common word in corridor talk of N.E.A. officials. To the word "centennial" N.E.A. people hook on the word "unification." All this means that the N.E.A. is planning to use its 100th anniversary as occasion not only to build its membership rolls but to spread the idea that a member pay one lump sum to cover his dues in the local, state and national organization.

Six years before the big birthday party, N.E.A. membership stands at 465,266, or 53 per cent of America's teachers. What troubles N.E.A. is that some of the most populous states have the smallest membership—New York State with only 25 per cent of its teachers belonging; Massachusetts, 26 per cent; Wisconsin, 28 per cent; Texas, 38 per cent. To balance the picture, we have Pennsylvania leading the Union with the highest N.E.A. membership any state has ever had—39,000. And California has 33,500 members, or 57 per cent of its teachers.

But "special problems" face the N.E.A.—how to take in Negro teachers in states that segregate the schools, and how to attract teachers in the larger cities who are still cool to the N.E.A. Example: New York City, the most extreme case, has an N.E.A. membership of only 2 per cent of the public school teachers.



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#### wire from washington

#### Authors at work

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a document of especial interest to ad- the secondary school, and one on the

ministrators to be called "Keystones of ► Have you been wondering what U.S. Effective Staff Relationships." Three Office of Education staff members have forthcoming bulletins will take up ways been writing recently? Here are some to improve the curriculum. These will of the documents they have polished off, be called "Culloden (W.Va.) Improves Its Curriculum," "Vitalizing Education," tions will be ready only the Government and "A Community High School in

To administrators also will be offered 'Within the next several weeks," new bulletins on school fire safety and however, there should be off the press new methods of health instruction in

holding power and size of high schools.

By the time the teachers return to the classroom in September, the Office of Education should have ready three brochures on "How Children Use Arithmetic," "How Children Learn About Human Rights," and "How Children Learn to Think."

Venturing close to the delicate field of mental health, specialist David Segel wrote (and obtained permission to publish!) "Frustration in Adolescent Youth," a study of what causes emotional unrest among boys and girls.

The Office of Education will also publish a directory of scholarships and fellowships. But this won't be of much help to the youths looking for help to go to college next year. The listing will be of scholarships available a year ago.



► The District of Columbia board of education has more than its usual share of trouble. First, it has to go to the Congress of the United States for money . and for approval of even minor matters usually decided by a city councilin itself a prodigiously painful task; second, it operates a dual school system and is under constant pressure from Negro groups to equalize school facilities, and more recently it has been caught in the crossfire of proponents of loyalty oaths, textbook reviewers, and fundamentalists.

Why should any one want to endure the ordeal of board service in the District? A prominent Washington citizen, James A. Gannon, who is also a board member, asked that question in a public statement last month. After reviewing the big and little troubles of the board, he concluded:

"A fair estimate of the time each member donates to the Washington public would be eight hours a week, which is one working day. The members do not receive any compensation except the satisfaction of being able to perform an important civic duty.

"How can nine busy people devote so much time to the school system and still make a living? I do not know the answer to this question, except that when you want something done you should take it to a busy person. Why do they continue to do so in spite of criticism and abuse? I think it is because they are dealing with human problems and helping the schools to graduate an army of well-informed, decent, healthy citizens-which is fascinating!"





. . installed so as not to have to employ another worker when enrollment increased." - Mrs. Phyllis Watson, Lunch Room Supervisor, Princeton School, Orlando, Florida.

#### "VERY SATISFACTORY"

"It suits us," writes Mrs. Watson, "we are able to keep up with the dishes used by over 580 children, washing during the time we are serving."

#### ". . . MEET STATE REQUIREMENTS"

We had to meet State requirements as to health and sanitary inspection," she writes. That was an easy requisite for the KEWANEE Pre-Wash, as it meets all health department requirements.

#### "LIMITED INSTALLATION SPACE"

Mrs. Watson states that the school had little space for installation, and the dishwasher selected had to be quiet in operation. These factors fig-ured in the selection of KEWANEE.

#### "SIMPLE TO OPERATE"

"Can be used by our P.T.A. mothers when they use the lunch room for entertainment," concludes Mrs. Watson. Easy operation and maintenance features are basic with KEWANEE.

#### THE KEWANEE PRE-WASH

such as installed at the Princeton School is far better than an ordinary 3-tub unit because it pre-washes with a spray . . . prevents carry-over of soil to washing compartment. Pre-washes, washes and rinse-sanitizes in one compact unit occupying less than 11 sq. ft. floor space. Capacity over 3,000 dishes per hour . . . also glasses, silver, pots and pans. Heats its own water

WRITE FOR DETAILS ON FULL LINE.



76

# Frigidaire is helping schools serve better meals at lower costs!

School staffs know how important appetizing, nourishing food is in keeping students healthy and happy. That's whyso many schools continually choose Frigidaire equipment. They know Frigidaire gives the best, safest refrigeration possible. And they've discovered, too, that Frigicaire's matchless trouble-free service and year-in, year-out reliability keep costs really low!

#### Here are a few of the ways Frigidaire can serve your school



Frigidaire Compressors and Cooling Units safeguard foods' nutritional values in Walk-in Coolers. They provide continuous dependable refrigeration—and at minimum cost because they operate on a trickle of current. Famous Metermiser available in ½, ½ and ½ hp sizes. Frigidaire reciprocating compressors up to 25 hp. Wide range of gravity and forced air cooling units available.



Frigidaire Water Coolers along school corridors provide a dependable flow of cool, refreshing drinking water. Smartly styled, and whisper-quiet, Frigidaire Water Coolers operate for as little as 2c a day.





Roomy Frigidaire Reach-Ins in school kitchens keep foods fresher, more flavorful longer by blanketing all food with constant safe cold. Reach-Ins are also used to preserve the full potency of health-saving drugs and medicinals in school dispensaries.



Frigidaire Low-Temperature Calinets in school cafeterias keep ice cream at just-right temperatures for fast-serving and provide safe storage for frozen foods. They're powered by Frigidaire's thrifty Meter-Miser, simplest cold-making mechanism ever built.

Whatever your refrigeration or air conditioning needs, call your nearby Frigidaire Dealer or District Headquarters office. Look for the name in the Yellow Pages of your phone book under "Refrigeration Equipment." Or write Frigidaire Division of General Motors, Leaside (Toronto 17), Ontario.

## FRIGIDAIRE

Water Coolers • Low-Temperature Cabinets • Compressors • Cooling Units Ice Makers • Self-Contained and Central System Air Conditioners • Beverage Coolers Reach-In Refrigerators • Electric Dehumidifier • Household Appliances

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# with Longer Lasting FULLER FIBER BROOMS

You can buy other brooms for less than the Fuller Fiber Broom. True economy can be measured only by the length of productive life of a product in relation to its original cost. For example - a broom that costs one-half as much as another is not an economical buy when it lasts only one-fourth as long. We believe that a test will convince you that Fuller Fiber Brooms - because they last 3 to 4 times longer—are cheapest in the long run. / Write today to...



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### **NEWS IN REVIEW**

#### New Federal Aid Bill Introduced by Barden

WASHINGTON, D.C.—After long delay, Rep. Graham A. Barden introduced a new federal aid-to-education bill on June 14. The measure was referred to the House committee on education and labor, of which Mr. Barden is chairman. No hearings have been scheduled for it. Mr. Barden has indicated he will not "railroad" the bill through committee. To some observers this was an oblique way of saying he will do little to get action on the bill this year.

The new measure, H.R. 4468, conforms closely in its general provisions to the federal aid-to-education policy of the National Education Association. N.E.A. spokesmen say it's a "good bill," but fear defense spending will dampen Congressional enthusiasm for it.

The bill authorizes federal spending of \$314,500,000 a year "more nearly to equalize educational opportunity in the United States."

States would receive funds on the basis of an objective formula, the main ingredients of which are the number of children to be educated and the ability of the state to pay for its public schools. Federal funds would have to be used to supplement state and local school revenues so as to raise current expenditures in each school to \$150 per year per child.

Bulk of the federal grant would go to raise salaries of teachers, supervisors, administrators and maintenance employes. Part of the money is earmarked for laboratory equipment and maintenance of buildings. No provision is made for auxiliary services, such as transportation or free textbooks—a highly explosive question.

The U.S. Office of Education is designated as administrator of funds provided by the bill. The bill is clear-cut in its policy to preserve state and local control of education. Should any issue arise involving administration of the proposed act, a state or local board of education or any member would be able to seek redress through the federal courts.

#### Bill Would Nationalize Income From Off-Shore Oil

WASHINGTON, D.C.—Eleven senators have proposed that the revenue from

the oil found off the shores of California, Texas and Louisiana be used for public education in all the states.

The senators, led by Lister Hill (D., Ala.), have introduced legislation which would direct that the three oil states collect 37½ per cent of all royalties, and that the remaining 62½ per cent be used for national defense now and for public education aid when the emergency is over. Involved are oil deposits estimated by the Geological Survey at \$40,000,000,000,000.

"This oil," said Senator Hill, "belongs to all the American people, not merely to the people of three states. In this era of vast migration from state to state, we must remember that there is no point in any particular state trying to make itself an insulated community concerned only for the education of the children who live within its own borders at a given moment."

Every sector of American education has its "back against the wall," Hill said. "Our school buildings are overcrowded. The public schools of our nation are in the next four years to receive the largest number of children in the history of the United States.

"For too long some have looked upon this predicament as something about which we could do nothing. We have felt perhaps that our ambitions for our children were simply bigger than our capacity to meet them. But with this new Atlantis which Providence and science have given us from the bottom of the sea, we can now reach for our dream."

The other ten senators supporting the resolution are: Wayne Morse (R.,Ore.); Paul Douglas (D.,Ill.); William Benton (D.,Conn); Charles Tobey (R.,N.H.); Matthew M. Neely (D.,W.Va.); John Sparkman (D.,Ala.); Estes Kefauver (D., Tenn.); Dennis Chavez (D.,N.Mex.); Hubert Humphrey (D.,Minn.); and Thomas Hennings (D., Mo.).

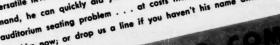
### School Segregation Upheld in South by U.S. Court

CHARLESTON, S.C. — Walter White, executive secretary of the National Association for the Advancement of Colored People, said the association will appeal to the U.S. Supreme Court the decision of a special three-judge federal



## HOUNDED BY SEATING PROBLEMS? WHY NOT CONSULT THE IRWIN SEATING DISTRIBUTOR IN YOUR DISTRICT ...

NOW! He's familiar, through long experience, with practically every conceivable school seating problem and anxious to be helpful. Backed by the highly concervable scribol seating problem and auxious to be incipred. Sources are at his command, he can quickly aid you in reaching the ideal solution to every classroom and auditorium seating problem . . . at costs that are well within your budget. Why not call him now; or drop us a line if you haven't his name and address.





## How to select the right school telephones



The business of your school calls for P-A-X Business Telephones!

You need quick, private, two-way communication between offices, classrooms, maintenance staff and other personnel... Quick service you can use without waiting for an attendant. Private service that reaches just the person or department wanted, without disturbing classes in session. Two-way service for carrying instructions and bringing a reply, to complete each matter while it is fresh in your mind!

P-A-X Business Telephone Systems are made specifically to provide quick, private, two-way communication-the service you need for efficient administration and operation of your school. School systems in scores of cities and towns, large and small, are now using P-A-X telephonesand adding more! To get full information, just write:

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ection with city telephone facilities.

PAX automatic telephones provide quick telephone service within your school.

PAX handles all inside calls . . . frees city telephones to give improved outside service.

PAX gives you administrative control and coordinates work for all departments.

PAX cuts costs by saving time and steps and preventing errors.

PAX reduces recurring rental charges on city telephone facilities.



#### NEWS...

court which upheld Negro segregation in the South's schools.

The court held that "segregation of the races in the public schools . . . is a matter of legislative policy for the several states, with which the federal courts are powerless to interfere." However, it ordered that the officials must provide equal facilities for Negroes and they are to report back within six months on what they are doing about it.

South Carolina is now planning a \$75,000,000 school construction program for equalizing the school plants of the two races.

District Judge J. Waties Waring, the jurist who opened South Carolina's Democratic party primaries to Negroes, wrote in his dissenting opinion of the case involving Clarendon County:

"There is no longer any basis for a state to claim the power to separate according to race in graduate schools, universities and colleges. . . . I am of the opinion that all of the legal guide posts, expert testimony, common sense and reason point unerringly to the conclusion that the system of segregation in education adopted and practiced in the state of South Carolina must go and must go now."

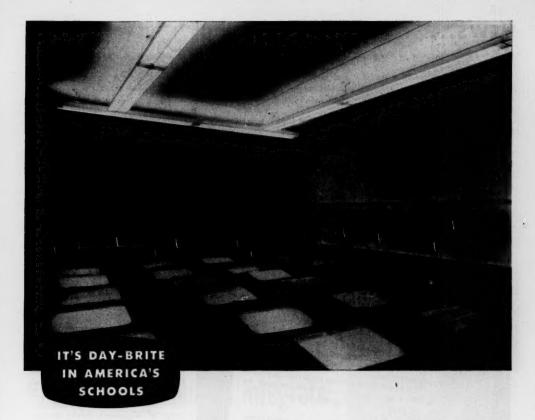
The joint opinion of Circuit Judge John J. Parker and District Judge George Bell Timmerman stated:

There is testimony to the effect that mixed schools will give better education and a better understanding of the community in which the child is to live than segregated schools. . . . There is testimony, on the other hand, that mixed schools will result in racial friction and tension and that the only practical way of conducting public education in South Carolina is with segregated schools. The questions thus presented are not questions of constitutional right but of legislative policy, which must be formulated . . in realistic approach to the situations to which it is to be applied.

"The federal courts would be going far outside their constitutional function were they to attempt to prescribe educational policies for the states in such matters.'

#### Draft-U.M.T. Bill Signed; **Truman Nominates Board**

WASHINGTON, D.C.—On June 19, President Truman signed the much contested draft-U.M.T. bill. At the same time he sent to Congress nominations for the five-member commission which is required to draw up a detailed U.M.T.



## Anyone Can See Why Children Learn in this School

The North Glendale School in Glendale, Missouri is still another school, one of hundreds throughout America—where Day-Brite supplies modern efficient lighting.

Do teachers in your school look at a group of young squinting faces? Do your class-rooms have a last row problem? Are your blackboards "glareboards"? Then you should do something about your school lighting now. Glare, bright reflected light, sharp color contrasts or insufficient light can cause permanent damage to strained eyes . . . does result in nervous tension and retarded learning.

Day-Brite has conducted scientific school lighting tests for years. That's why they have been able to solve school lighting problems for teachers, school principals and Public School Systems in literally hundreds of America's schools. That's why Day-Brite fixtures give classrooms the glare-free, evenly distributed light that students need. And, that's why Day-Brite has been able to design quality fixtures with the low-cost installation and maintenance features which most school budgets require. Would you like further information? Write today to Day-Brite Lighting, Inc., 5451 Bulwer Ave., St. Louis, Mo.

NOW, MORE THAN EVER

AMERICA MUST SEE WHAT IT'S DOING

T'S FASY TO SEE WHEN IT'S



133

this year.

Selective Service will run until July 1. 1955. Youth will be drafted at 181/2 (whenever the pools of men from 19 to 26 become exhausted). Physical standards are reduced to the January 1945 level-lowest of World War II-and mental standards are lowered from the passing score of 70 on the Army General Classification Test to a score of 65. High school students doing satisfactory work

program for consideration by Congress will be deferred until graduation or age turn, must report on the recommenda-20. Local draft boards continue to have Under the draft provisions of the bill, final say on the deferment of college students but may take into account a student's class standing or his aptitude test

> Under the U.M.T. provisions of the bill, a five-man National Security Training Commission must send a detailed blueprint of U.M.T. to the armed services committees of both houses within four months of confirmation of its members. The Congressional committees, in

tions within 45 days. Once the U.M.T. bill is on the floor of Congress, it will be privileged legislation, to be called up at any time in either house by any member.

The U.M.T. provisions of the bill are, in effect, statements of intent. Congress intends that the U.M.T. commission recommend a training program-primarily of a military nature. Congress also intends to review, at a later date, recommendations for safety, health, welfare, morals, a code of conduct, and for disability and death benefits.

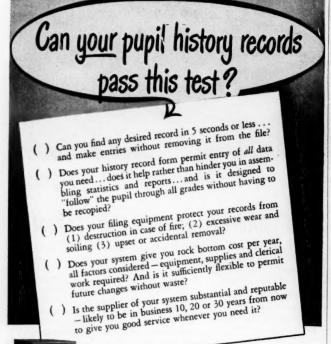
The commission, subject to direction by the President, will supervise the training of the National Security Training Corps. No person will be inducted into the corps until the President or Congress decides that it is no longer necessary to draft men under 19. Boys will be inducted into the corps at 18, serve for six months, receiving \$30 a month.

The President's nominations for the commission are: Dr. Karl T. Compton, former president of Massachusetts Institute of Technology and head of the Presidential commission which studied U.M.T. in 1947 (for a term of two years); William L. Clayton, former Undersecretary of State, (two-year term); James W. Wadsworth, former Republican member of Congress from New York and a leading architect of many military laws, (three-year term); Adm. Thomas C. Kinkaid, retired naval officer who commanded the U.S. Seventh Fleet in the Pacific during World War II, (four-year term); and Lieut. Gen. Raymond S. McLain, controller of the army since 1949, (five-year term).

The U.M.T. bill, bringing the nation closer to conscription than at any time in its history, was the result of many weeks' debate both on the floors of the Senate and House and in conference.

Many U.M.T. opponents claimed they were forced to vote for the bill because they were "up against the gun." Said Rep. Graham A. Barden, (D., N.C.), anti-U.M.T. leader: "The draft bill was about to expire within a few days; we were in a shooting war. The men fighting needed relief, and in order to obtain these necessary men and maintain our national defense to a point of safety we had to have in operation a manpower law.

Mixing U.M.T. with the draft law was a "grave mistake," according to Rep. Dewey Short (R., Mo.), another U.M.T.

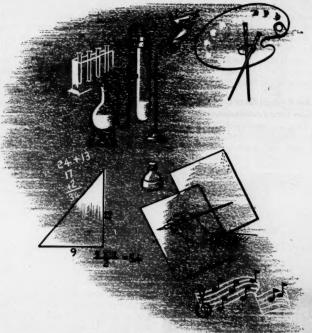




Kardex Visible Pupil History Record Karace Vissole Pupsi History Record Systems provide a durable, acetate-tipped filing pocket for each student's bistory record and related papers. The pocket's visible margin speeds find-ing and signals—visibly—any key best now and for beneating facts you need for preparation of summaries and reports.

It may seem odd, but the best pupil history records-the most complete, most helpful to students and faculty-are those that are easiest to maintain and actually cost the least. Ask yourself the questions which we've set forth here, and if your history records fall short on any point even one - it will pay you to get our recommendations. No obligation, of course. Phone us locally or write Room 1298, 315 Fourth Ave., N.Y. 10, N.Y.

Remington Rand THE FIRST NAME IN SCHOOL RECORD SYSTEMS



# "Our printing courses integrate the other school work"



Says WALTER H. KLAR Supervisor of Fine and Industrial Arts of Springfield, Massachusetts

"Two books made in one of our junior high school printing shops are excellent examples of effective integration of school subjects; a means to enliven local history and to teach community relationships. Through this cooperative plan, students were stimulated to work to their highest pitch as researchers, writers, artists, printers and bookbinders. The effort needed to produce the books kindled an enthusiasm for local history in the entire school. Only by cooperative work among teachers and pupils can such products be made, and only through the printing press can the work of a few be enjoyed by many."

Hundreds of schools in scores of cities have had similar proofs of the integrating value of graphic arts courses. In planning and equipping suitable printing shops, school officials and architects for over 30 years have found the broad experience of ATF's Department of Education extremely valuable. Complete cooperation in meeting your specific problems is available.



## **American Type Founders**

Department of Education
200 Elmora Avenue, Elizabeth B, New Jersey

opponent. "The only reason they were put together is because the proponents of this legislation realized that it is now or never, and taking advantage of the pressure from all sides and the emotionalism and hysteria of the hour they tied the two in together, mixing castor oil with the orange juice."

The Department of Defense, however, was satisfied with the bill. Defense Secretary George C. Marshall said: "The ing and Service Law represents a step of

historic significance. It will enable us to face the uncertainties of an explosive international situation with the knowledge that we can be strong militarily without having to imperil our security economically, no matter how long the present world tension may continue."

#### Film Council Gets Grant From Ford Foundation

CHICAGO.-Floyde E. Brooker, chairpassage of the Universal Military Train- man of the board of trustees of the Film Council of America, has announced

a grant of \$50,000 to the council from the Fund for Adult Education, established by the Ford Foundation in 1951.

An immediate payment of \$20,000 is called for in the terms of the grant and an additional \$30,000 will be made available in the fiscal year 1951-52 on the understanding that the organization will raise \$25,000 toward its budget from other sources.

The F.C.A. plans to finance field activities designed (1) to increase the number of local film councils and film information centers; (2) to provide consultative services, and (3) to undertake several experimental projects with selected national and local organizations to test new technics for film distribution and use in the field of adult education.

#### Study Shows Helpfulness of Kindergarten Attendance

NEW YORK .- The results of a study announced recently by the City College School of Education here show that children who have attended kindergarten are better adjusted socially and show greater classroom effort in their studies than those without the experience.

Mrs. Anna J. Hager, elementary school teacher and City College graduate, concluded from the study of 50 children, 25 of whom attended kindergarten, that the child must learn first to adjust to the presence of many others before he can feel at ease in school and by attending kindergarten he has already been initiated before the first grade.

#### **Conference Group Recommends** "Assembly on Education"

CHICAGO.—At a recent meeting here to consider practical steps for helping the public schools, representatives of 30 national organizations recommended an annual week-long "American Assembly on Education," according to Roy E. Larsen, chairman of the National Citizens Commission for the Public Schools. The Chicago meeting was an all-day workshop conference held at the invitation of the commission.

The group also recommended that (1) a national organization advisory board be established to assist the commission in obtaining support of local units of such organizations in the overall improvement of our public schools; (2) the commission should continue to encourage the formation of citizens school committees in every community and to act as a clearing house for local school betterment programs, and (3)



### KOHLER PLUMBING FIXTURES contribute to improved facilities



Penryn closet K-3858-ET

The Samuel B. Long Elementary School of Dearborn. Michigan, recently enlarged, provides new accommodations, including Kohler plumbing fixtures of recognized practicality for school use.

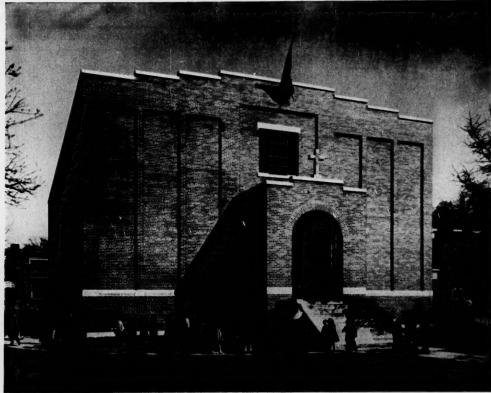
The Greenwich lavatory with back, and the Strand, with unobstructed shelf, are of vitreous china, spacesaving in design, with convenient mixer fittings. The Daybrook drinking fountain provides a sanitary drinking mound, is adjustable for continuous flow, has a non-squirting bubbler head. The Penryn closet assures lasting efficiency.

Kohler fixtures have glass-hard, easy-to-clean surfaces. The fittings, of chromium-plated brass, are designed and made to give lasting service, are durable, easy to maintain. Write for catalog.

Kohler Co., Kohler, Wisconsin, Established 1873.

### KOHLER OF KOHLER

PLUMBING FIXTURES . HEATING EQUIPMENT . ELECTRIC PLANTS AIR-COOLED ENGINES . PRECISION PARTS



Immaculate Conception School, Ithaca, N. Y. This two-story-plus-basement fire-sofe school has Bethlehem Open-Web Steel Joists in floor and roof construction. Architect John V. Larkin, Ithaca. Contractor: Ward Construction Co., Inc., Ithaca.

## RIGHT FROM THE START PLAN FOR Fire-Safety



The best time to plan for fire-safety in school construction is right at the start—before the job gets on the drawing board.

Fire-safe schools can be built today—well within

budget limitations, too—by using Bethlehem Open-Web Joists in combination with concrete floor slab and plaster ceiling. Used in this way, Bethlehem Open-Web Joists give you a floor construction which is noncombustible—and in addition offer other decided advantages in school construction.

1. They permit maximum area between firewalls.

2. They make possible non-shrinking floors, elimi-

nating dirt-catching cracks where floor meets wall.

3. They are resistant to vibration and the passage of

sound.
4. They are immune to attack by termites, rodents,

and other pests.

They simplify the work of other trades, because pipes and wiring can be run through the open webs of the joists.

Your architect will be glad to explain in detail how Bethlehem Open-Web Joists help promote fire-safety in new schools.

#### BETHLEHEM STEEL COMPANY, BETHLEHEM, PA.

On the Pacific Coast Bethlehem products are sold by Bethlehem Pacific Coast Steel Corporation. Export Distributor: Bethlehem Steel Export Corporation

\* BETHLEHEM OPEN-WEB JOISTS \* BETHLEHEN

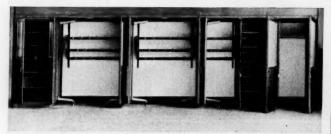


## R-W Classroom Wardrobes

IN 13 MORE SCHOOLS



Public School 195, one of 13 new Brooklyn schools recently designed and built by the New York Board of Education, all equipped with R-W No. 780 Wardrobes. Caristo Construction Corp., general contractor.



R-W No. 780 School Wardrobe with fully receding pupils' doors, individually operated. 5-Door pupils' section, equipped with hat and coat racks, accommodates 40 pupils.

From Brooklyn to Santa Barbara, from Bemidji to Baton Rouge, more and more schools every year are equipped with R-W classroom wardrobes because they provide so many extras:

- Simplicity of Design
- Ease of Installation
- Flush Front Sanitary Construction
- Minimum Space Requirements
- Maximum Space for Wraps

R-W

## wardrobes are manufactured in three standard principles of operation:

No. 883 Multiple Operation • No. 781 Pair Operation
No. 780 Individual Door Operation

Each type has its special features and adaptations to conditions established by the architect. Can be furnished complete (with flush doors, coat racks, chalk boards, cork boards and other accessories) in standard finishes. For further information about school wardrobes by Richards-Wilcox please get in touch with our nearest office.





#### NEWS...

the commission should explore the advisability of appointing student representatives to citizens school committees.

Delegates at the conference represented the following organizations: National Congress of Parents and Teachers, National Association of Manufacturers, C.I.O., A.F.L., National Urban League, General Federation of Women's Clubs, League of Women Voters, veterans' groups and youth organizations.

#### Careful Organization Leads to Successful Bond Election

RIVERSIDE, ILL. — The voters of school district 96, Riverside, Ill., recently approved a bond issue of \$890,000 which provides \$590,000 for an addition to the Intermediate School, \$245,000 for an addition to the Hollywood School, and \$55,000 for building improvements to the A. F. Ames School.

The board of education started the ball rolling last October when it invited the presidents of the community's civic organizations and a group of about 25 civic leaders to a meeting. They formed a citizens committee, which was later expanded to 140 members. The school building needs, preliminary plans, and the estimated costs were presented to the group.

The board selected a representative executive committee consisting of 12 members; four of these members were presidents of the parent-teacher associations. The citizens committee agreed to pay for preparation of the necessary publicity for the election.

As a method of acquainting the community with the needs of the schools, a filmstrip was shown at P.T.A. meetings and at a general mass meeting in the village hall and before all the civic organizations of the community and the children in the elementary and high schools.

Block-by-block visitations to the homes in the district were made by the P.T.A. presidents and a copy of the Riverside Public Schools Bulletin, covering the school bond election, was mailed to each home two weeks before the election. A brochure followed the next week. Sample (marked) ballots with the letter from the citizens advisory committee on education were mailed three days before the election.

On the day of the election, members of the P.T.A. checked off the names of the people as they voted, and three hours before the polls closed telephoned those who had not yet shown up at the polls.

## THE PREFERRED SCHOOL PLUMBING



AT ST. STEPHEN'S CATHOLIC SCHOOL

ANOKA, MINN.



J. V. VANDERBILT, Minneapolis, Minn. ARCHITECT

PETERSON CONSTRUCTION CO., Minneapolis, Minn. GENERAL CONTRACTOR

EGAN & SONS, Minneapolis, Minn.
PLUMBING AND HEATING CONTRACTOR

At St. Stephen's and many, many other fine schools, Crane plumbing is depended on for the utmost in sanitation. Of further importance to school administrators is the low cost of upkeep, made possible by superior design and high quality materials that shrug off wear and tear. Exclusive Dial-ese and Magiclose faucets (with the renewable cartridge) contribute further to the longrange service and economy of Crane—the preferred school plumbing.

For everything in school plumbing, see your Crane Branch, Crane Wholesaler, or Local Plumbing Contractor

CRANE CO. GENERAL OFFICES. 636 S. MICHIGAN AVE., CHICAGO S. VALVES . FITTINGS . PIPE

#### Critical Materials Are Allocated for School Use

WASHINGTON, D.C.—The Controlled Materials Plan went into operation July 7. Through it the Defense Production Authority assigns steel, copper and aluminum to the military, industry and civilian consumers.

C.M.P. operations are carried out by three offices: (1) The Defense Production Authority decides policy and plans for the distribution of the materials. Its first job is to give the military establish-

ments all the material they want; to expand plants which will in turn feed the military machine with raw materials; and "to maintain the highest possible level of production in the civilian economy." (2) The National Production Authority operates the allocations and priorities program. (3) The U.S. Office of Education is the claimant agency for education. (Claimant agencies represent specific users of end-products.)

For building of schools, colleges and libraries, D.P.A. will allocate each three months a "bank account" of steel, copper and aluminum. Schools, colleges and universities will apply to the Office of Education for authorization to obtain critical materials on a special form available from local N.P.A. offices. To draw on the "bank account," the Office will issue a "certificate of necessity."

The amounts of critical materials approved for school, college and library construction during the present quarter (starting July 1) are: carbon steel, 100,000 tons; alloy steel, 325 tons; stainless steel, 80,000 pounds; copper and copper base alloy, 600,000 pounds; aluminum, none. It is assumed that an allotment of aluminum will be made for the next several quarters.

Institutions that are authorized to use critical materials will be permitted to use a preference rating in purchasing equipment and supplies, such as boilers, classroom furniture, and other necessary school equipment. These authorizations also will be made by the Office of Education.

The C.M.P. is evidence that the government recognizes the essentiality of education in the emergency, U.S. Commissioner of Education Earl J. McGrath said. "In turn, educators, school board members, and trustees have a high obligation to request assistance for only the essential needs of education and to make resources stretch as far as possible."

School business officials who must keep records of allotments will find useful a leaflet entitled "Allotment Accounting for Consumers Under C.M.P." It is available from local N.P.A. offices

#### Ford Foundation Reports Half Billion in Assets

New YORK.—Henry Ford II, chairman of the board of trustees of the Ford Foundation, reported that the foundation had net assets of \$492,678,-255 at the end of 1950.

The world's richest public trust, it was set up by the late Edsel B. Ford in 1936 with an initial gift of \$25,000 for the prevention of war and for the betterment of human welfare: Since that time, Mr. Ford reported, the accumulated net income of the foundation totals \$152,621,079.

At the end of last year, liquid assets amounted to \$68,791,847, with the bulk of the net assets consisting of 3,089,908 shares of Class A nonvoting common stock of the Ford Motor Company. These amounted to \$135 a share, or a total of \$417,137,580 and represent



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#### NEWS...

gifts received from 1937 to 1950 from the late Henry Ford, the late Edsel B. Ford, and their estates. Prior to Dec. 31. 1950, these shares were carried at the gift or estate tax valuations which totaled \$238.166.175.

"Until such time as the trustees may consider it practical and desirable to dispose of all or part of its principal fund, the only source of funds available for the work of the foundation will be the liquid assets and future dividends from its investments," Mr. Ford declared.

#### No Baccalaureate Sermons at New York Schoolhouses

ALBANY, N.Y.-Religious baccalaureate services constitute the "teaching of a religious tenet" and cannot legally be held in public school buildings, it was announced recently by Dr. Lewis A. Wilson, New York State education commissioner.

The decision that the preaching in public school buildings of baccalaureate sermons which are essentially religious in nature violated the state constitution was expected to affect the commencement plans of many suburban and upstate school systems. New York City public schools do not hold baccalaureate

The ruling would not prohibit baccalaureate programs that included an invocation and benediction but had no other religious aspects, Charles A. Brind, counsel for the education department, stated. The ban will only apply if the invocation or benediction is developed into a sermon, he added.

The Rt. Rev. Msgr. Edward V. Dargin, pastor of St. Joseph's Roman Catholic Church at Croton Falls, had charged that the proposed service at Somers in Westchester County was "contrary to the religious teachings and tenets of the Catholic members of the graduating class."

#### **Commercial Stations Challenge** TV Reservations for Education

WASHINGTON, D.C. - The National Association of Radio and Television Broadcasters, representing the majority of commercial stations in the country, has challenged the reservation of television channels for education.

The association, in comments filed in Washington with the Federal Communications Commission, charged that the educators would "waste" the 209 stations tentatively reserved for them. The associations said that the schools would

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limited basis, or reach only limited audi-

urged that a "sufficient number of channel allocations be held up" until educational boards have time to study their potential requirements.

The commercial broadcasters have now challenged the 209 reservations," Senator Benton continued, "and I think all of you will agree that the commercial broadcasters have shown that they can

not use them at all, use them only on a exert very, very heavy pressure here in vision from the standpoint that tele-Washington."

The action of the New York State Sen. William Benton (D.-Conn.) Board of Regents, which had proposed a plan for establishing a network of 11 education stations throughout the state, drew approval, however, from one industry source. Benjamin Abrams, president of the Emerson Radio and Phonograph Corporation, pointed out that such a plan would aid the manufacturing industry through "a tremendously expanded market for the sale of tele-

vision now may become standard equipment in the classroom."

Senator Benton said he believes time is needed also for a new commercial development-"the development of a so-called 'subscription' method, carrying no advertising, where the customer pays for the service instead of the advertiser."

#### District of Columbia Board **Urged to Resign**

WASHINGTON, D.C. - A suggestion that all District of Columbia Board of Education members resign is one proposal for ending the controversy that has rocked the capital's school system.

Wracked by dissension on basic issues, board members have in the last six months broken into public notice over disputes ranging from who should be allowed to speak in the schools to whether a songbook on tolerance should be kept in the classrooms.

Supt. Hobart Corning (whose term expires next March) and Adelbert Lee, board vice president and real estate operator, head the two warring camps. Mr. Lee has admitted that he draws his inspiration from the Educational Reviewer and from groups that have been identified as belonging in the camp of public education's enemies. He has accused Mr. Corning of malfeasance and of "feeding the children socialism." He says he remains on the board only to see Mr. Corning blocked from reappointment. Dr. James Gannon, chief defender of the superintendent (and the one who suggested that everybody resign), says he remains on the board only to see Mr. Corning reappointed as superintendent of schools.

These two members, said the Washington Post, "are so busy throwing brickbats that they have little time for consideration of educational policy. Their feuding is a serious disservice to the thousands of children going to district schools and a disgrace to the community."

#### Students Go to Europe

NEW YORK. - The Council on Student Travel assigned space for more than 1400 students and teachers on the student ships sailing to Europe this summer. Some of the projects these students are engaged in include international work camps, clearing rubble and building schools, churches and nurseries. Others are studying for college credit or traveling alone or with friends.

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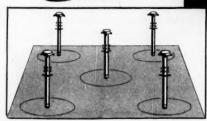
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#### **Eastern Group Agrees on Changes** in Administrative Training

NEW YORK. - Following a recent conference of educators at Teachers College, Columbia University, the graduate schools of education of 17 eastern universities adopted a new program aimed to modernize and improve the preparation of future school administrators.

The program, designed to stress extensive field experience, cooperative university research and study, and the sharing of the best teaching and administra- consists of "discovering the best prac-

tive practices developed by the respectices of school administrators on the job tive institutions, will reduce the present emphasis on classroom studies.

Daniel R. Davies, regional coordinator and associate professor at Teachers College, said that studies conducted during the last year by the cooperating institutions have thrown new light on the kind of preparation necessary for the field and will lead to "drastically revised

An important phase of the program

and making these practices known to the universities and to working administrators."

The program also features: (1) improving and increasing the use of internship training, (2) arranging "problem clinics," (3) developing the cooperation and pooling the resources of state departments of education and school administrators' associations, (4) determining better ways to select and recruit students for school administration, and (5) reorganizing the universities' departments of educational administration in the light of new developments and discoveries.

The 17 institutions in the regional cooperative program are: George Washington University, University of Maryland, Cornell University, New York University, Syracuse University, University of Buffalo, Duke University, University of North Carolina, Pennsylvania State College, Temple University, University of Pennsylvania, University of Pittsburgh, University of West Virginia, Rutgers University, University of Delaware, University of Virginia, and Teachers College, Columbia University.

The entire project is a phase of the C.P.E.A. research program for which Teachers College is one of the regional centers

#### NAMES IN THE NEWS SUPERINTENDENTS . . .

Burton Vasche is the first state superintendent of public instruction for Colorado selected under a new plan. He was appointed by the five-member state board of education that was elected by the people last fall, and took office July 10. Dr. Vasche had been deputy state superintendent of public instruction for Washington and secretary of the state board of education since November 1949, and director of publications for the state department during 1948-49. He was a member of the A.A.S.A. committee for the 1950 yearbook, "Public Relations for America's Schools.'

Arthur Dondineau has been reappointed for three years as superintendent of schools at Detroit with a \$2000 annual raise. His new salary of \$20,000 is the highest ever paid in the Detroit public schools.

Frank R. Wassung, superintendent of schools at Garden City, Long Island, will leave his post June 30, 1952, after 39 years of service in education. He has





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been eligible for retirement since 1948. A year ago, Mr. Wassung returned from a six months' stay in Japan as a member of Gen. Douglas MacArthur's staff, where he had been called to study Japanese schools and to recommend changes. John Orban-Jr. editor of Within Our Schools, external house organ for the schools, and a teacher in the Garden City system, has been assigned to the superintendent's office, where he will expand his work in the field of community relations and school information and will have charge of the adult education program.

Lee M. Thurston has been reelected as Michigan state superintendent of public instruction. He is president of the National Council of Chief State School Officers and a member of the Educational Policies Commission.

James E. Harris will succeed E. H. Hinson as superintendent of schools at Brookland, Ark., for the 1951-52 school year. Previously Mr. Harris was principal of Gosnell High School, Blytheville, Ark.

Gaylord M. Speaker has resigned his position as superintendent of schools at River Rouge, Mich., to take a position in business. Carroll Munshaw, principal of the River Rouge High School, is Mr. Speaker's successor.

Manley H. VanVoorhees is the new superintendent of the Colon Community School District, Colon, Mich., succeeding A. A. Jaffee, who is now St. Joseph County school superintendent in Michigan. Mr. Van Voorhees has been superintendent at Mattawan, Mich., for the last seven years.

Neal Tracy, principal of the high school at Flandreau, S.D., for the last four years, has been elected to the position of superintendent for the 1951-52 school year. He succeeds Harold Engberg, who resigned.

C. R. Kosebud has resigned as superintendent of the public schools at Bowbells, N.D., and has accepted a similar post at Rolla, N.D.

John C. Tynon, superintendent of schools at Naponee, Neb., for the last five years, has announced his resignation. He has accepted the superintendency of the Kersey Consolidated Schools at Kersey, Colo., for the coming year.

Dale McIntosh, who has been athletic coach and instructor at Quimby, Iowa, for the last three years, has accepted the superintendency of Ware Consolidated School in Pocahontas County, Iowa. Mr. McIntosh will receive his master's degree

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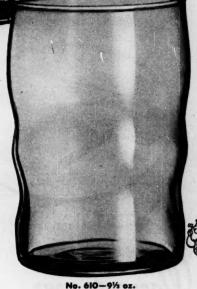




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University of South Dakota.

P. V. Blankenship, superintendent of the Decatur schools in Benton County, Arkansas, has resigned his position.

A. E. Wells is the superintendent of Abilene public schools, Abilene, Tex., succeeding Nat Williams, who resigned recently to accept the superintendency of the Lubbock schools, Lubbock, Tex.

Henry A. Wayland is the newly appointed principal of the William Hall High School at West Hartford, Conn.,

tired on July 1 after 29 years as principal in West Hartford.

Frank M. Jackson, county superintendent of Tom Green County Public Schools, San Angelo, Tex., has been named president-elect of the county superintendents' division of the National Education Association, succeeding Paul West, superintendent of Fulton County Board of Education, Atlanta, Ga. He will take office at the sixth national conference of County and Rural Area Superintendents

in education this summer from the succeeding Ray W. Harriman, who re- to be held September 30 to October 3 at Dallas, Tex.

Cecil Walker, principal of the Seward city schools, Seward, Neb., has been appointed superintendent of schools for the coming year. Dwight Williams, who formerly held the position, had asked that his name not be considered.

Kent C. Austin, superintendent of schools at Warren, Ill., has resigned. He plans to attend the University of Colorado, where he will work for his doctor's degree in school administration.

Harry G. Sensinger, superintendent of Lehighton High School, Lehighton, Pa., has tendered his resignation, effective August 1. Mr. Sensinger has been in the teaching profession for 44 years, 31 of which were spent at Lehighton High.

Seth G. Haley, superintendent of schools at West Haven, Conn., is retiring; as a tribute to him, a new school at West Haven will bear his name.

Vernon E. Stenzel has been named superintendent of schools at Galesburg, Kan., for the coming year. He formerly was superintendent at Neal, Kan.

Kirk E. Naylor has resigned as superintendent of schools at Phillipsburg, Kan. He has accepted a Kellogg fellowship and will study at the University of Kansas.

Ernest Hoopes has accepted a position as superintendent of schools at Luray, Kan., for the coming year. Mr. Hoopes has taught mathematics in the high school at St. John, Kan., for the last four years.

Henry H. Ward has been named superintendent of schools for the Stephens special district, Stephens, Ark., succeeding Harry G. McClurkin, who resigned after 21 years in the office. Mr. Ward has been superintendent of schools at Hartford, Ark., for the last five years.

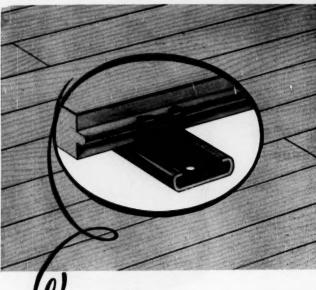
J. Bernard Mitchell, formerly superintendent of schools at Anderson, Mo., will succeed Glen Martin as superintendent of schools at Houston, Mo. Mr. Martin will enter the University of Missouri to complete work on his doctor's degree,

Richard Burch has been elected school superintendent at Elk City, Okla., for another three-year term.

R. Bacon has succeeded the late W. A. Ottilie as superintendent of the Harpers Ferry schools, Harpers Ferry, Iowa.

Eugene K. Minter has tendered his resignation as superintendent of schools at. Pattonsburg, Mo., because of his

Lindon E. Christie's resignation as superintendent of School Union No. 69 in



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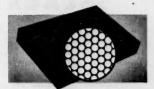
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Maine has been accepted. Mr. Christie has served as superintendent of the towns of Camden, Hope and Thomaston, all in Maine, since 1946.

W. F. Swain succeeds W. A. Boettcher as the newly elected superintendent of schools at Wellsville, Mo. Mr. Boettcher resigned following an eight-year tenure in office.

D. L. Johnson is the newly appointed superintendent of schools at Shelby, Mont. He has been principal of the Shelby High School. O. L. Hornbeck, principal of Senath schools, Senath, Mo., for the last 17 years, has been elected superintendent. He succeeds S. T. Clayton, who resigned after 16 years.

Gerald Parks is the newly appointed superintendent of the Humphrey High School, Humphrey, Neb.

Harold Luttman has been elected superintendent of the Cook School, Cook, Neb.

Elmer Parks has assumed the duties of superintendent of the Cleghorn Con-

solidated School, Cleghorn, Iowa, filling the vacancy caused by the resignation of Lee Jordan, who held the office for the last seven years.

Thomas A. Barlow, who was recently appointed superintendent of schools at Axtell, Kan., was called into the army, effective May 1.

M. Ray Lazenby has resigned after five years as superintendent of schools at Hankinson, N.D. Previously, he was superintendent of schools at Michigan, N.D. for nine years. C. W. Seivert, former superintendent of schools at Turtle Lake, N.D., now holds Mr. Lazenby's former position at Hankinson.

M. S. Herum, superintendent of the school at Berthold, N.D., has submitted his resignation.

G. C. Hamilton has been named assistant superintendent of Northampton County schools in Virginia.

Charles L. Rupert has announced his resignation as superintendent of schools at Monroe, Iowa, and has accepted the post of superintendent of schools of Lee County. Mr. Rupert has been in school administration work for 21 years and headed the Monroe school for six years.

Ellis F. Nantz, superintendent of schools at Hominy, Okla., for the last six years, has resigned from his position. Mr. Nantz was formerly at Guthrie, Okla.

Harold W. Reed succeeds Glenn A. Lundstrom as superintendent of Hebron public schools, Hebron, Neb.

F. W. Burke has been elected superintendent of the schools at Douglas, Neb., succeeding Otto Kucera.

K. E. Vance is the newly appointed superintendent of the Hoxie Consolidated School, Hoxie, Ark. Mr. Vance was superintendent of the schools at Black Rock, Ark., for the last six years. He succeeds Coy Lawson, who resigned.

J. G. Hagaman, a member of the school system at Shelby, N.C., for the last 15 years, has been named superintendent of the Lenoir city schools, Lenoir, N.C. He succeeds Luther B. Robinson, who has been acting superintendent.

R. D. Webster has been named superintendent of the Madison County schools in Ohio, succeeding W. C. Smith, who has accepted the superintendency of the Mahoning County schools in Ohio. Mr. Webster was formerly head of the Wintersville schools, lefferson County, Ohio.

Kenneth Willits, recently selected as superintendent of schools at Franklin, Neb., is the former superintendent of schools at Western, Neb.



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#### NEWS...

Bill Berger has resigned his post as superintendent of schools at Odell, Neb. He plans to enter the business field.

John L. Hopkins has retired from his position as superintendent of schools, Hastings-on-Hudson, N.Y., a post he held for 28 years.

Richard D. Norris, principal of Goodland School, Goodland, Ind., for the last nine years, has been named superintendent of the Newton County schools in Indiana, succeeding the late W. O. Schanlaub, who was superintendent for 43 years.

B. W. Burke, superintendent of schools at Alma, Neb., has been appointed to a similar position at Bridgeport, Neb.

M. D. Williams' successor as superintendent of schools at Judsonia, Ark., is Thomas W. Johnson. Mr. Johnson, who has been teaching in Arkansas schools for the last 14 years, has been employed in Green Forest, Ark., as principal of the high school.

Maston S. Parham is the new superintendent of schools at Morganton, N.C., succeeding W. S. Hamilton, who resigned to become superintendent of the Hickory schools, Hickory, N.C. Previously, Mr. Parham was supervisor of the schools at Morganton, N.C.

Alf Mekvold, superintendent in Jackson County, Oregon, is the successor of the late C. R. Bowman. Mr. Mekvold is also superintendent of schools at Rogue River, Ore.

D. H. Hatfield has been appointed superintendent of the West Bend Consolidated School, West Bend, Iowa, succeeding E. E. Cowan, who resigned.

Joseph B. Doherty has been named superintendent of schools at East Hampton, Conn., succeeding Everett A. McDonald Ir.

Haskell Evans has been reelected superintendent of schools at Ringling, Okla.

Charles C. Clark, now superintendent of schools at Colfax, Iowa, has been named superintendent of schools at Rockford, Iowa, succeeding Court Ferguson, who resigned.

Charles Hain, who has been superintendent of the Zearing schools, Zearing, Iowa, for the last three years, has resigned his position to accept a similar one at Ackley, Iowa.

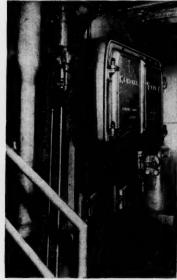
A. L. Walker, superintendent of schools at Brewster, Ohio, has resigned from his post.

L. G. Black has been appointed by the school board of Cheraw, Colo., to the superintendency of the Cheraw schools.

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tion. Mr. Black is the former superintendent of schools at Cheyenne Wells,

A. V. Jordan, who has been superintendent of the schools at Waskom, Tex., for the last seven years, has resigned his office. He has accepted the superintendency of the Karnack independent school district, Karnack, Tex., for a three-year

Earl L. Miller, who recently resigned as head of the schools at Manson, Iowa, for the last four years,

Kenneth Wary formerly held the posi- has been elected superintendent at Britt,

Leo Morman has been appointed superintendent of the schools at Crystal Lake, Iowa. He is the successor of Lyle Poyzer, who is now associated with the schools at Luverne, Iowa, as superintend-

Paul C. Blake is the newly appointed superintendent of the Lyman High School, Lyman, Neb., succeeding W. H. Ford, who has been head of the school

L. L. Patterson, who for the last five years has been principal of the high school at Columbus, Neb., is now the new superintendent of the school system at Cozad, Neb. He succeeds W. A. Schindler, who has accepted the superintendency of the schools of Alliance, Neb.

Hilda Christianson, Grand Forks County superintendent of schools in North Dakota, has resigned. Miss Christianson was elected to her sixth consecutive two-year term last November.

Clyde Penick has resigned as superintendent of schools at Dixie, Ark., a post he has held for the last eight years.

Chris L. Den Auden has signed a contract as superintendent of the Whitten Consolidated School, Whitten, Iowa, He was superintendent at LeGrand, Neb., seven years and for the last two years has been superintendent of a private school at Bellflower, Calif.

Grant Stout's resignation as Oklahoma's Rogers County school superintendent has been accepted. He is now the superintendent of the schools at Talala, Okla.

Charles C. Fowler, the new superintendent of the Wheatland Consolidated School, Wheatland, Iowa, is the successor of Elton Copley, who has accepted the position of superintendent of the Miles consolidated schools, Miles, Iowa, now held by C. E. Sutherland.

Robert H. Clark has been elected superintendent of schools at Webb City, Mo. He is the former superintendent of schools at Versailles, Mo.

Edward L. Murdock, who has been superintendent of the Okemos Consolidated School, Okemos, Mich., since 1946, will assume his new duties as superintendent of schools at Big Rapids, Mich., July 1, succeeding Victor I. Whittemore, who resigned. The superintendency at Okemos will be filled by George H. Richards, present high school principal, who will be succeeded by Ronald Sage. Mr. Sage is the present principal of the schools at Morley, Mich.

H. W. Hightower, director of elementary education, community unit school district No. 2, Mattoon, Ill., has been appointed assistant superintendent in charge of elementary schools in the same district.

Kathryn Steinmetz, district superintendent of the Chicago public schools, has been elected president of the National Council of Administrative Women in Education, a department of the N.E.A. She succeeds Carolyn D. Patterson, a principal in the Pittsburgh public schools.



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#### 199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 15,000 pounds, depending on tire equipment. Capacities, 42 to 54 pupils. Chevrolet Loadmaster valve-in-head engine, 105-h.p., 193 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. New Twin-Action heavy-duty rear brakes. New Dual-Shoe parking brake.

#### 161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities, 30 to 36 pupils. Chevrolet Thriftmaster valve-in-head engine, 92 h.p., 176 foot pounds torque (pulling power) under 35 m.p.h. governed speed. New Twin-Action rear brakes. New Dual-Shoe parking brake.

#### 137-INCH JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Chevrolet Thriftmaster valve-in-head engine, 92 h.p., 176 foot-pounds torque (pulling power) undet 35 m.p.h. Proved dependable Double-Articulated brakes. Capacity, 16 pupils.



William Krogh, principal of Lincoln High School, Casselton, N.D., has been named superintendent of the Casselton schools, succeeding T. E. Tryhus, who resigned. Miles Smart, a teacher at Lincoln High School, will assume Mr. Krogh's former duties as principal.

#### SUPERVISING PRINCIPALS . .

Gerald Kriebel is the newly appointed supervising principal of the high school district at Hatfield, Pa. He is now a teacher at the Hatfield High School.

Oliver B. Lane has resigned his position as supervising principal of the school system of Lakewood, N.J. An educator for the last 42 years, he has held his present post for seven years.

Ralph B. Hoover, supervising principal of the schools at Big Run, Pa., for the last seven years, has resigned his position.

Lester E. Rounds, principal of Suffern High School, Suffern, N.Y., has been named supervising principal of the central school district in New York for a one-year term. He is the successor of Foster S. Brown, who resigned to become dean of Cortland State Teachers College, Cortland, N.Y.

Oliver C. Kuntzleman, principal of schools at Yeadon, Pa., has been appointed supervising principal of Royersford school district, also in Pennsylvania. He succeeds John S. Hartman, who resigned recently.

#### PRINCIPALS . . .

Hugh A. Smith, who has been principal of Coburn Classical Institute at Waterville, Me., for the last 19 years, has resigned. Before going to Coburn, he was a teacher at Higgins Classical Institute from 1920 to 1927 and at Ricker Classical Institute and Junior College from 1927 to 1932.

Paul Kennedy, principal of the high schools at Phillipsburg, Kan., has resigned from that position and has accepted the post of principal of the Otis Rural High School, Otis, Kan.

T. A. Carmichael has been reelected principal of the Sparta High School, Sparta, Ga., by the Hancock County Board of Education.

Francis T. Truscott has been appointed principal of Coughlin High School, Wilkes-Barre, Pa., succeeding J. H. Super, who is retiring July 2. At present Mr. Truscott is a teacher at the school.

Paul R. Chesebro, teacher in the schools of Princeton, N.J., has been named headmaster of Hun School in Princeton, succeeding Frederick G. Richards.

Harry E. Pratt has resigned from his position as principal of the Albany High School, Albany, N.Y. He is retiring after 35 years of service, effective in July.

H. Waldo Horrabin succeeded Warren O. Covert July 1 as principal of Western Illinois Teachers College High School, Macomb, Ill. Mr. Horrabin has been a member of the Western faculty for more than 20 years.

Milbert Rau, a principal in the high school system at Herreid, S.D., since 1949, has resigned his position and has accepted the position of superintendent at Lane, S.D.

Stephen A. Opland has tendered his resignation as principal of the high school at Hurley, S.D.

John F. Burnside has assumed his new duties as principal of the Rockaway High School, Rockaway, N.J. A former teacher at the school, he succeeds Gerald Hopkins.



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#### NEWS...

Raymond C. Knight, sub-master of Jack Junior High School, Portland, Me., has been named principal of the high school at Freeport, Me., succeeding John J. Kassay, who resigned.

William H. Wilson, principal of Eastside High School, Paterson, N.J., has been voted a second year's stay of retire-

Bryant C. Bean has been elected principal of the high school at South Paris, Me. He will assume his duties this fall, succeeding Ralph H. Long. Mr. Bean is of schools at Cottageville, S.C., has re-

now principal of Erskine Academy at South China, Me.

Ralph Health has resigned as principal of Daleville High School, Daleville, Ind., a post he has held since 1935.

Harold S. Ferguson has been appointed principal of the new regional high school for Chester, Deep River and Essex, all in Connecticut. For the last two years he has been engaged in graduate study at New York University.

Maxwell M. Ferguson, superintendent

signed to accept the post of principal of the high and grammar school at Campobello, S.C.

Ben H. Watt, former state superintendent of public instruction for Indiana, has resigned as principal of Danville High School, Danville, Ind. George W. Davis, principal of the school at Zionsville, will be Mr. Watt's successor at Danville.

Robert W. Turner has accepted the post of principal of the high school at Sterling, Colo., and has resigned as principal of Rocky Ford High School, Rocky Ford. Colo.

William McGrath has resigned as principal of the Rockport High School, Rockport, Tex.

R. M. Somers has been named principal of the high school at Ensign, Kan. At present, Mr. Somera is completing his work toward a master's degree at Kansas State Teachers College, Pittsburg.

Warren E. Thamarus succeeds Donald C. Hagerman as headmaster of Clark School, Hanover, N.H.

Ray Urbanek is the newly appointed principal of Clifton Rural High School,

Clifton, Kan., succeeding L. R. Berner. Walter W. Knecht, principal of the Olney High School, Olney, Ill., has accepted the principalship of the new Maplewood High School, located between East St. Louis and Dupo, Mo.

Bernice Franchino has been selected to succeed Mrs. Frank Timpert as principal of the Raritan Primary School, Bridgewater township schools, Raritan, N.J., effective in September. Mrs. Timpert is retiring from the profession.

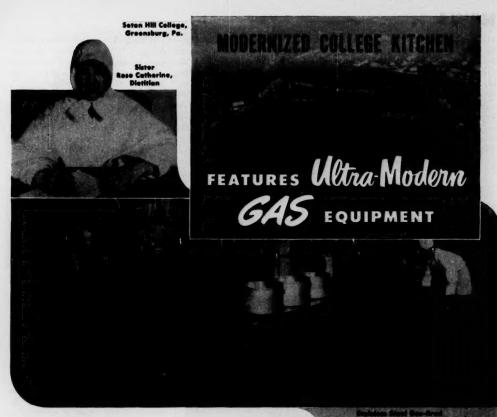
#### OTHERS . . .

Gertrude Noar has been named an educational associate on the staff of the Anti-Defamation League of B'nai B'rith. Miss Noar resigned recently as principal of Gillespie Junior High School, Philadelphia.

Walter G. Daniel has been appointed to the position of specialist for higher education in the U.S. Office of Education. Since 1946 he has been professor of education at Howard University, Washington, D.C., and before that he was an associate and assistant professor of education as well as university librarian at the same institution.

Herbert C. Hunsaker, dean of Cleveland College, downtown center of Western Reserve University, who has just been named coordinator of organizational committees for the newly formed Adult Education Association of the U.S.A., has been appointed to serve a three-year





**Ultra-Noders** in design and construction, the Gas Equipment installed in the modernized kitchens of Seton Hill College includes some of the most popular Gas Cooking Tools for volume food preparation. These are the efficient, multi-purpose ranges, ovens, fryers, toasters—so easy to use and so economical to operate—which serve the students and staff of this well-known Greensburg, Pennsylvania college.

Food service, under the direction of Sister Rose Catherine, averages 1900 meals daily, and includes on-premise bread and pastry baking as well as cooking. With long experience in volume cooking with GAS, the executives of the college chose this stainless steel Gas Equipment in modernizing the service kitchen—

Two Garland Roasting Ovens Two Garland Hot-top Ranges One Garland Open-top Range

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#### NEWS...

term as a member of the committee on the armed forces education program. He is also a member of the U.S. National Commission for UNESCO and a member of UNESCO's consultative committee on adult education.

Ablett H. Flury succeeds Heber H. Ryan as assistant commissioner of education in charge of the division of secondary education for the New Jersey Flury had been executive assistant to the commissioner.

Harold T. Porter was appointed business administrator for the Orleans Parish public schools, New Orleans, He succeeds F. Gordon Eberle, assistant superintendent, who earlier had been named by the board to assist in planning school renovation and construction. In the istry teacher at Port Huron, Mich., will interim, Walter Latapie, chief accountant, acted as business manager. Mr. Porter had been assistant purchasing agent for State Department of Education. Dr. the Ethyl Corporation and previously was purchasing agent at Tulane University.

William M. Councell, former athletic director at Western Reserve University, has been appointed to the newly created post of director of business affairs in the public schools at Parma, Ohio,

Margaret Stevenson, high school chemassume her duties September 5 as assistant secretary for the N.E.A. department of classroom teachers. Miss Stevenson is state director of the N.E.A. for Michigan, a director of the Michigan Education Association and of the Michigan State Teachers Club, and a former president of the Port Huron Teachers Club.

#### IN THE COLLEGES

Clifford E. Erickson has been named dean of the basic college at Michigan State College, becoming the second dean since its inception in 1944 as a two-year general education program. Dr. Erickson, who has directed the college's institute of counseling, testing and guidance since 1945, is the author of 11 books and numerous articles on educational guidance. He holds executive posts in several national organizations, including the presidency of the National Vocational Guidance Association. He succeeds the late Dean Howard C. Rather, who died in December.

Howard R. Jones will begin work in September as professor of school administration in the school of education at the University of Michigan. He has served as president of State Teachers College, Plymouth, N.H., since 1946, and had taught school administration at the University of Connecticut, University of New Hampshire, and Yale University. Dr. Jones also has been superintendent of schools at New Canaan, Conn., besides serving for a short period in the Connecticut State Department of Education and working in the Minneapolis public

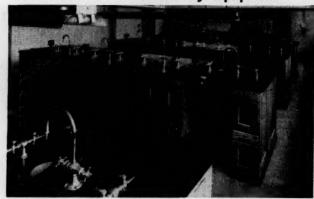
Harold Rugg, who has been associated with Teachers College at Columbia University for the last 31 years, was honored recently at a dinner party. He is retiring from his post and will now become a professor emeritus. He is the author of social studies textbooks.

Paul Weaver has been appointed president of Lake Erie College, Painesville, Ohio, succeeding Helen Dalton Bragdon, who resigned last September to become general director of the American Association of University Women. Dr. Weaver, who is now chairman of the division of religion and philosophy at Stephens College, Columbia, Mo., will



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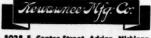


gy Laboratory, A.M.& N. College, Pine Bluff, Arkansas

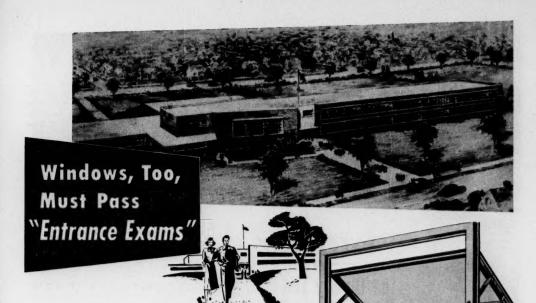
KEWAUNEE Cabinets, Cases and Laboratory Equipment have always been made according to "heirloom" ideals. Starting with carefully selected materials, skilled workmen fashion a product superior in every detail, with lasting quality and beauty . . . that will serve for years. Yet there has been constant progress and leadership in functional designs and advanced planning to give to each Kewaunee piece extra utility and every modern working convenience.

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- · Reduces air-infiltration to the incredibly new low of 0.095 cfm per foot.

  No drafts - air scooped in and upward.
- Removable inside screens and storm sash.
- 100% ventilation, even when it's raining.
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CORPORATION

#### NEWS...

become the sixth president of the 92 year old liberal arts college. Alfred T. Hill, vice president in charge of development. has been acting president at Lake Erie tion as president of Washington State this year.

Maurice E. Stapley, professor of education at Indiana University and former superintendent of schools at Greencastle, Ind., has been named to direct a program designed to assist school boards throughout the Middle West. It is a part of a cooperative undertaking of the Midwest Administration Center of the

University of Chicago and the School of Education of Indiana University.

Wilson Compton has resigned his posi-College, Pullman, Wash. Previously, he was a member of the faculties of Princeton University, Dartmouth College and George Washington University.

Harlan H. Hatcher, vice president of Ohio State University, has been named president of the University of Michigan, effective September 1. He is the successor of Alexander G. Ruthven, who retired officially July 1 after 22 years as president of the university.

#### DEATHS . . .

Alexander Goldstein died recently following a heart attack in his office at P.S. 93, New York City. He had been a school principal since 1930 and he began teaching in 1902.

Thomas C. Trueblood, who taught the first college credit course in public speaking and organized the department of speech at the University of Michigan, died June 4 at Bradenton, Fla., where he had lived since his retirement. Prof. Trueblood also coached the Michigan golf team for 35 years-until he was 80 years old-and he is credited with being the originator of the famous college cheer, "the locomotive."

#### COMING EVENTS

#### JULY

23-Aug. 17. N.E.A. Institute of Organization Leadership, The American University, Washington, D.C.

26-31. National Audio-Visual Convention, Chicago.

#### AUGUST

27-Sept. 1. National Conference of Professors of Educational Administration, Colorado State College of Education, Greeley.

#### SEPTEMBER

9-13. Third National Conference of the U.S. National Commission for UNESCO, Hunter College, New York City.

#### OCTOBER

1-3. County and Rural Area Superintendents. Dallas.

15-18. Association of School Business Officials, Toronto, Ontario, Canada.

#### NOVEMBER

12-14. School Food Service Association, New York City

#### FERRUARY

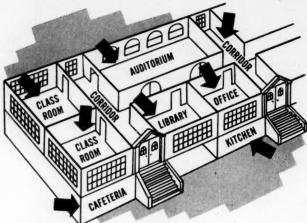
23-27. Regional Convention, American Association of School Administrators, St. Louis.

8-12. Regional Convention, American Association of School Administrators, Los Angeles.

#### APRIL

5-9. Regional Convention, American Association of School Administrators, Boston.





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**They learn** that school auditorium seats can be comfortable to sit in... can be free from the inconveniences common to ordinary public seating. This is impor-

tant not only to the happy frame of mind of your student body... but also to the members of various community groups who often use the facilities of your school auditorium.

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#### Printed publications of interest to school administrators are listed as received.

#### CURRICULUM

Physical Education: Organization and Administration. By Jay B. Nash, chairman, department of physical education, health and recreation, New York University: Francis J. Moench, director, division of health, physical education and recreation, Cortland State Teachers College, and Jeannette B. Saurborn, director of physical education, elementary school, Bronxville, N.Y. A. S. Barnes & Company, 101 5th Ave., New York S. Pp. 498. 35.

Ave., New York 3. Fp. 498. 30.
A Fanctional Curriculum for Youth. By the late William B. Featherstone, professor of education, Teachers College, Columbia University. Brings out the distinctive nature and purpose of the secondary school curriculum, in relation to community life and the educational activities of nonschool agencies and institutions. American

Book Company, 88 Lexington Ave., New York 16. Pp. 276. \$3.25.

Man's Story: World History in Its Geographic Setting. By T. Walter Wallbank. Pictures, maps, charts and cartoons by Burr Shafer illustrate the textbook. Its purpose is to teach truths and general trends, to leave the student with understandings rather than with encyclopedic knowledge. Scott. Foresman and Company, 483 E. Erie St., Chicago 11. Pp. 768. 83.76.

Living in Our America, a Record of Our Country, By I. James Quillen and Edward Kruz. The first 12 chapters give the chronological story of American history from its European background to the period of reconstruction. The last four units present such problems as industrialization, public welfare, international diplomacy, and Pan-Americanism. Scott, Foresman and

Company, 433 E. Erie St., Chicago 11. Pp. 752. \$3.32.

From Little Acorns. The story of your body. By Frances W. Butterfield. Pictures by Dorothy Marion Weiss. Presents a complete course in health education designed to appeal to children from 8 to 12. Set within a fettonal framework, it includes simple and scientifically accurate explanations of all the human processes from digestion to reproduction, with word definitions and diagrams to illustrate each point. Renbayle House, 1165 Broadway, New York 1. Pp. 158. 82.56.

Human Rights UNESCO: Exhibition-Album. A series of illustrations depicts man as a physical organism, a moral personality, a worker, an intelligent being, and last a member of a community and of a polity. Takes the United Nations' Universal Declaration and analyses the various human rights as incorporated in the 30 articles of the Declaration. A booklet on the history of human rights is included; it covers the categories of rights. Columbia University Press, 2960 Broadway, New York 27. Booklet Pp 35. Illustration pp. 105. 33.

#### GUIDANCE

Being Teen-Agers. One of the National Forum Guidance Series. The eighth grade book deals with personal growth, development and adjustment problems and is adapted to group and individual guidance programs. National Forum, Inc., 407 S. Dearborn St., Chicago 5. Pp. 270. \$1.50.

Discipline and Emotional Health. A report of the second workshop on emotional health. By Bruno Gebbard, M.D. Educational changes for better emotional health are discussed from the parental point of view and then from the standpoint of the educator. Order from Cleveland Health Museum, 3911 Euclid Ave., Cleveland 6. Pp. 22. 25 cents.

Toward Better Personal Ajustment. By Harold W. Bernard, extension division, Oregon State System of Higher Education. Directs attention to an understanding of the four major aspects of daily functioning, the mental, physical, emotional and spiritual aspects of the human personality. Emphasizes the value of the individual's own initiative in developing higher levels of mental health. McGraw-Hill Book Company, 330 W. 42nd St., New York 18. Pp. 439, 84.

Guidance Workers' Qualifications. A review of the literature 1947-50. By Clifford P. Froehlich, specialist for training guidance personnel. Deals with relevant literature in nine categories: surveys of employed guidance workers, analyses of guidance positions, training standards recommended by professional associations, the guidance rôle of staff members, training programs in colleges, teaching methods for practical application of principles, certification of counselors, personal qualifications of counselors, and tests of counselor competency. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 16.

#### MAINTENANCE

1950 Supplement to the Metal Cleaning Bibliographical Abstracts. Prepared by Jay C. Harris, chairman of the American Society for Testing Materials' committee D-12 on soaps and other detergents. Has 170 bibliographical abstracts, including 89 additional references for 1932 to 1948 and 81 new references, 1949 and 1950. Concerned with metals and their surface conditions and cleaning. American Society for Testing Materials, 1916 Race St., Philadelphia 3. Pp. 32, 81.

#### PERSONNEL

Teacher Supply and Demand in the United States. Report of the 1951 national teacher supply and demand study. Fourth annual study sponsored by the National Commission on Teacher Education and Professional Standards. By Ray C. Maul, N.E.A., 1201 16th St., N.W., Washington 6, D.C.

A SUPERINTENDENT
OF SCHOOLS
COMMENTS ON

**Prolon Ware** 



The beautifully equipped new Stone School recently completed in Walpole, Massachusetts, at a cost of over \$500,000. Perry, Shaw and Hepburn, Kehoe & Dean, Architects, Boston, Massachusetts.

WE ORIGINALLY EQUIPPED the Stone School cafeteria with Prolon Ware because we felt that it would greatly reduce the customary expense of replacement. We were also impressed with Prolon Ware's attractive design and colors.

While this installation has been in service only since the beginning of the fall term last year, we are already delighted with its sturdiness, the quietness of service and particularly with the way it goes through the washing machines and comes out sparkling and clean. We consider Prolon Ware a notable step forward in the improvement of luncheon ware for school use.

Sincerely,

ather C. Jones

Superintendent of Schools, Walpole, Massachusetts

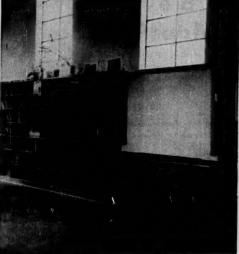


The new Melmac' Tableware with the "PROLON GLAZE"

NATIONAL DISTRIBUTOR, Parker D. Perry, Incorporated, 729 Boylston St., Boston, Mass.

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## Lunchroom...Library...Classroom...Cooking Lab...Office Trane Air Conditioning Serves Everywhere in the School

Naturally, no two schools will need the same heating, ventilating or air conditioning.... And often, those needs will change from room to room in the same school. But wherever or whatever they are, Trane equipment is designed to meet them—efficiently.

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In Libraries—"Quiet Please" applied to the heating units, too, in the library of a western high school. And good ventilation was just as important as silence. Trane Unit Ventilators make both possible; there's plenty of fresh air, but only a murmur of sound.

in Classrooms - Grammar school youngsters aren't easy on classroom furniture. That's why rugged Trane Unit Ventilators were used for the heating and ventilating system in an Eastern school. The husky units are still handsome and efficient after years of kicks and bumps.

In the Cooking Lab—Space was the big problem in a cooking laboratory at a midwestern college. And yet, there had to be room for heating. This battle of inches was won by Trane Convectors—taking a minimum of floor, and eliminating the overheated zone that surrounds most room heaters.

in Offices - Designers of a southern school solved a floor space problem in the teachers' offices by recessing Trane Convectors right into the walls.

Whether it's lunchroom, library, classroom, cooking lab, or office, Trane air conditioning serves everywhere in the school.

Whatever your heating, cooling, ventilating or air conditioning problem is, look for the answer in the complete Trane line.

Deerfield Primary School, Deerfield, Illinois—Perkins and Will, Architects—E. R. Gritschke, Mechanical Engineer Robert Fulton Public School, Philadelphia, Pa.—Philadelphia Board of Education—Harvey Rettew, Chief Mechanical Engineer Lowell School, Boise, Idoha-Whitehouse and Price, Architects—E. W. Bunnell, Engineer St. Francis in the Fields, Harrads Creek, Kentucky—Navin and Morgan, Architects—E. R. Ronald and Associates, Engineers Monmouth College, Monmouth, Illinois—Arthur O. Angilly, Architect



Classroom - Trane Unit Ventilators supplying comfort efficiently, quietly.



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Private First Class Melvin Brown, of Mahaffey, Pennsylvania—Medal of Honor for valor in action near Kasan, Korea, September 4, 1950. Stubbornly holding an advanced position atop a wall, Pfec. Brown stood off attacking North Koreans until all his rifle ammunition and grenades were gone. When last seen he was still fighting—with only an entrenching shovel for a weapon—rather than give up an inch of ground.

Never forget the devotion of Melvin Brown!

Now, this very day, you can help make safer the land he served so far "above and beyond the call of duty." Whoever you are, wherever you are, you can begin buying more . . . and more . . and more United States Defense\* Bonds. For every time you buy a bond you're helping keep solid and stable and strong the country for which Private Brown gave everything he had.

And remember that strength for America can mean peace for America—so that boys like Melvin Brown may never have to fight again.

For the sake of Private Melvin Brown and all our servicemen—for your own boy—buy more United States Defense Bonds now. Defense is your job, too!

Remember that when you're buying bonds for national defense, you're also building a per-sonal reserve of cash savings. So go to your company's pay office—now—and sign up to buy Defense Bonds through the Payroll Savings Plan. Don't forget that now every United States Series E Bond you own automatically goes on earning interest for 20 years from date of purchase instead of 10 years as before. This means, for example, that a Bond you bought for \$18.75 can return you not just \$25 but as much as \$33.33! For your country's security, and your own, buy U. S. Defense Bonds now!

## \*U.S. Savings Bonds are Defense Bonds - Buy them regularly!



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Investigate the famous KYS-ITE
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it easily. Also KYS-ITE Serving
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Be ready when school starts by ordering your initial stock of KYS-ITE Tableware now. Then build it up by replacing your other ware as it breaks or has to be discarded because of chipping. The savings you'll make on breakage expense will soon pay for your KYS-ITE.





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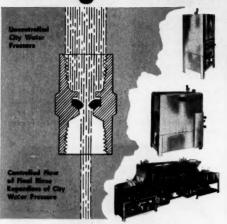
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A Blakeslee plus that saves many dollars in hot water and dishwashing compounds. Assures water flow control for final rinsing regardless of city water pressure. Also assures the proper rate of flow for the ideal final rinsing of dishes regardless of the available water pressure. Can be installed on old machines now in use at a very nominal cost.

If the Chicago city water pressure is 30 pounds, Indianapolis 60 pounds, etc., etc.—a flow control valve is very important to assure the proper rate of flow regardless of the available pressure.

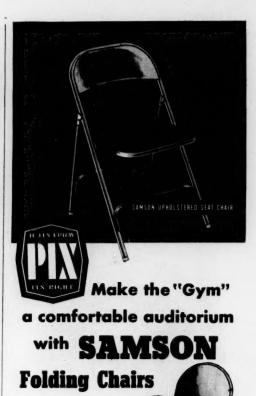
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You overcome all the old objections to portable seating with Samson Folding Chairs. Form fitting backs and seats, upholstered if you prefer, assure real comfort. Electrically welded, tubular steel construction means long life, eliminates wob-

bles. Folding action is quiet and easy. Storage is compact and neat. Finished in brown durable chip-proof enamel. Make PIX your headquarters for dependable comfortable portable seating.

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PIX also specializes in planning and building efficient, modern cafeterias for schools and other institutions. For full information write Dept.V.



## What's New FOR SCHOOLS

AUGUST 1951

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 132. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

#### Wood Auto-Lok Awning Window



The same engineering and research which went into the development of the Auto-Lok Aluminum Awning Window have been used in the new Wood Auto-Lok Awning Window now being made available. The automatic locking principle which ensures a tightly closed window is incorporated in the wood window. The "Floating Seal," a device designed to guard against heat loss, driving rain and dust infiltration, was developed for the window to ensure against the effect of warping, swelling and shrinkage.

Produced from carefully selected, seasoned woods, chemically impregnated, the new Wood Auto-Lok Awning Window utilizes the patented Auto-Lok hardware for precision automatic locking. Combined with vinyl plastic weatherstripping, a positive tight closure and case of operation are ensured. There is no exposed operating hardware on the window and it can be readily cleaned on both sides from inside the room. A wide variety of sizes makes the new window readily adaptable for all architectural uses. Ludman Corp., Dept. NS, P. O. Box 4541, Miami, Fla. (Key No. 174)

#### Football Scoreboard

A modern electric scoreboard can be built by students at low cost with the complete plans and instructions provided with the Montgomery Deluxe Football Timer. The heavy duty synchronous timing motor is especially designed to power timing clock movements. Perfectly counter balanced hands of hollow triangular aluminum finished in white baked enamel provide rigidity and minimum wind resistance. Hands are made for an 8 foot dial but may be shortened if desired. The timing mechanism is built for long, dependable life. Simple shift of contact inside the timer permits choice of automatic playing period without further adjustment.

The plans and instructions for building and wiring a scoreboard to go with the timer are designed for easy construction. Dimensions can be changed for needs but the design is for a 10 by 20 foot board that is efficient, attractive and inexpensive to build. Vocational students, clubs or other student groups can build the scoreboard with faculty guidance, acquiring additional skills. Montgomery Mfg. Co., Dept. NS, Owensville, Ind. (Key No. 175)

#### Illumination Control

Model 1089 is a new weatherproof and simple illumination control of the plug-in type. It is designed for low operating and maintenance costs and provides completely automatic "on-off" control of artificial lighting at predetermined light levels. This eliminates arbitrary time schedules and human judgment and ensures better lighting control. It is ruggedly constructed for long trouble-free service and will function at unusually high and unusually low as well as at moderate temperature. Weston Electrical Instrument Corp., Dept. NS, 641 Frelinghuysen Ave., Newark 5, N.J. (Key No. 176)

#### Floor Treatment

Exceptional resistance to traffic wear is a feature of the new Westwax for high gloss floor finish. A water-soluble wax which dries in 20 minutes, Westwax leaves a high gloss finish without buffing or polishing. It is designed for use on all types of floors including varnished wood, linoleum, rubber or composition tile and terrazzo. It has good anti-slip properties and has been listed by the Underwriters' Laboratories. West Disinfecting Co., Dept. NS, 42-16 West St., Long Island City 1, N.Y. (Key No. 177)

#### Plastic Flooring

A new vinyl plastic asbestos tile flooring is being introduced under the name Arraflor. It is a resilient flooring, attractive in appearance and rugged enough for areas subjected to heavy traffic and other abuse. It can be installed on, above or below grade and in areas where moisture conditions or the presence of fats, oils or greases might prohibit the use of other types of flooring. It is fire-resistant and is not affected by mild acid solutions or such solvents as gasoline, naphtha or alcohol. Arraflor is available in 18 marbleized colors in 9 by 9 by ½ inch tile sizes. B. F. Goodrich Flooring Div., Dept. NS, Watertown 72, Mass. (Key No. 178)

#### Improved Broiler

The Garland broiler has been improved in design to accomplish even better broiling. A new 14 inch back flue has been put in to provide more positive and effective control of smoke vapors. The heavy ceramic radiants, a Garland feature, evenly distribute intense heat from two separately controlled multi-port burners. The new "floating" grid rods can expand under intense heat and so prevent warping. The exterior has been redesigned with an unbroken front to make cleaning faster and easier. A deeper oven area is another feature of the new model.



Detroit-Michigan Stove Co., Dept. NS, 6950 E. Jefferson St., Detroit 31, Mich. (Key No. 179)

#### **Upholstery Shampoo Machine**



All-Automatic Upholstery Shampoo Machine has been introduced with a light, motor-driven applicator brush unit weighing only 51/2 pounds. It is easy to use on vertical as well as horizontal surfaces and has simple finger controls for electric current and flow of cleaning solution.

During operation the cleaning solution is fed by air pressure from the 5 gallon tank to the applicator brush. Constant air pressure is automatically maintained by a micro-switch. The solution is "pre-sudsed" by air pressure and lathering is completed by the rotary brush action. This permits shampooing with "dry" suds for more thorough cleaning, of the fabric.

The new Hild All-Automatic is easily portable and has 20 feet of hose as standard equipment. All fittings that come in contact with the cleaning solution, as well as the tank itself, are made of corrosion-resistant metal and the brush has nylon bristles. Hild Floor Machine Co., Dept. NS, 740 W. Washington Blvd., Chicago 6. (Key No. 180)

#### Liquid Floor Cleaner

Germelim is a new disinfecting liquid floor cleaner designed to clean, sanitize and deodorize floors in a single cleaning operation. Germelim has a phenol coefficient of 3.5, yet is completely safe to use. Most dangerous floor bacteria are destroyed on contact with Germelim. Diluted with water in a thirty to one cleaning solution, the product will cut bacteria count to a minimum on floors and other surfaces cleaned with it.

As a cleaner, the new soap rinses freely and cleans the floor surfaces quickly and thoroughly. It may be used with either manual or mechanical methods of cleaning and may be applied on concrete, terrazzo, marble, wood, terra cotta, rubber, vinyl, tile, asphalt or linoleum without harming the surface. It is also applicable to painted or unpainted

less splattering and minimum wetting surfaces. Germelim is available as a concentrate in 1, 5, 15, 30 and 55 gallon containers. The Davies-Young Soap Co., Dept. NS, 705 Albany St., Dayton 8, Ohio. (Key No. 181)

#### Adjuster for Awning Windows

The new Telescoping Adjuster for Fenestra Awning Windows provides economical operation of ventilators without opening screens. Attractive and easily operated, the adjuster is made of solid bronze with telescoping bronze screws with machined threads. The removable bronze crank handle can be replaced by a direct pole or a chain wheel when windows are out of reach from the



floor. Detroit Steel Products Co., Dept. NS, 2250 E. Grand Blvd., Detroit 11, Mich. (Key No. 182)



#### This Dispenser Lets You Specify Any **Kind of Powdered Soap**

You're not tied to one brand of powdered soap when you install Bobrick 31. The paddle wheel dispensing mechanism will handle any free-flowing powdered soap or deter-gent that you buy now-or in the future. Bobrick long ago abandoned push-up and slide valves because they jam or clog with some types of powdered soap. That's why Bobrick 31 lets you specify the soap that best meets your needs.

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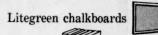


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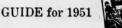


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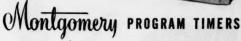
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For real shower comfort and safety, use Powers shower mixers. Being thermostatic they hold shower temperature constant wherever set regardless of pressure or temperature changes in water supply lines. No danger of scalding or jumpy shower temperatures. THE POWERS REG-ULATOR CO., 2754 Greenview Ave., Chicago 14, Ill.-Offices in 50 cities.







#### Vertical Unit Heater

An improved vertical discharge unit heater is being introduced. Circular in design, the heater is easy to install and quiet in operation. The simplified design permits peak efficiency of operation with a minimum number of joint connections. Header design and location of supply and return piping permit a simplified piping hookup and the heater can be installed close to the ceiling.

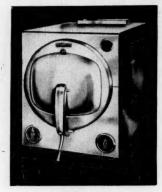
The rubber-mounted motors and slow speed fans ensure quiet operation. The motor is protected from the air stream and vibration and noise are minimized through a specially designed support cone. Three types of diffuses offer a selection of heating patterns and the choice permits the unit heater to direct heat flow at heights ranging from 9 to 32 feet. The new unit heater will be made in seven sizes. C. A. Dunham Co., Dept. NS, 400 W. Madison St., Chicago 6. (Key No. 183)

#### Steam Pressure Cooker

A new direct connected Steam-It Commercial Pressure Cooker has been added to the regular line of compartment steam cookers offered by the Market Forge Company. Similar in appearance to the gas fired Steam-It, the new unit is di-

rectly connected to an existing steam line. Thus it is supplied from steam available at the point of installation, permitting pressure cooking to begin at

Designed for small quantity cooking, the unit permits frequent fresh preparation of smaller quantities of food where



direct steam is available for cooking. Steam-It may be used for all types of food as a complete cooker or as a precooker. Natural flavors and colors of foods are unchanged, and the unit is easily cleaned. The Market Forge Co., Dept. NS, Everett Station, Boston 49, Mass. (Key No. 184)

#### **Finger Paints**

The Celco Finger Paint set includes six jars of brilliant colors, mixing spatulas and finger paint paper. Made of color pigments and other special ingredients, the new Celco Finger Paints can be wiped off glossy surfaces with a dry cloth and washed off washable surfaces with a damp cloth. When used on regular finger paint paper, the paintings can be kept permanently. The paints are safe, non-toxic and simple to use. Celco Corporation, Dept. NS, 1635 10th St., Santa Monica, Calif. (Key No. 185)

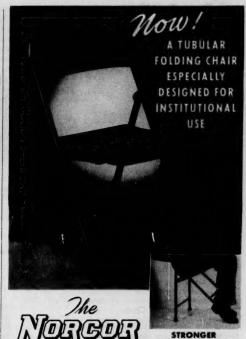
#### Piped Fire Protection

A new dry chemical piped system for automatic fire protection is being introduced. This type of protection would be particularly effective in the kitchens of large institutions where ducts often become coated with grease. Each system is custom built for the specific hazard, with size depending upon need. Using dry chemical as extinguishing agent, the system is operated by a heat-actuated mechanism which discharges dry chemical onto the fire area. Manual as well as automatic operation is provided for all systems installed. Ansul Chemical Co., Dept. NS, Marinette, Wis. (Key No. 186)









Here it is! America's Strongest, Safest, Most Comfortable Institutional Folding Chair!

Built with a big, oversize, formfitting seat that provides maximum comfort for the 250 pounder as well as a slim school girl.

With its seam-welded tubular steel construction, and its tubular steel stretchers, radially welded to the legs, the Norcor 302 is constructed to take the hardest kind of service without failure.

And it's handsome, too, with clean cut functional design that eliminates the usual links and extra joints found on the conventional folding chair!

The Norcor 302 will cut your temporary seating costs!

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DESCRIPTIVE CIRCULAR
TODAY!



Built of sturdy, Tubular Steel with Tubular Steel

SELF-LEVELING

All four feet rest solidly on floor with as much as ¼" difference in floor level.



WILL NOT COLLAPSE

Will not tip or collapse with pressure at front or back of seat.



#### **Electric Food Warmer**



The Warmerlater is designed to reduce food losses by keeping hot food hot until served. The device is thermostatically controlled and automatically keeps food hot without over cooking. The polished stainless steel upper shelf gives extra storage space for storing dishes to keep them warm, ready for serving. The nickel chromium alloy heating element is embedded in a semi-vitrified refractory and the unit is insulated to prevent escape of heat. Peters & Co., Inc., Dept. NS, Neponset, Mass. (Key No. 187)

#### **Auditorium Chair**

The new International Model 50 is a low-priced, all-veneer theater and auditorium chair of rugged construction, featuring the International hinge action without hinges. Both the back and seat are fashioned from one-piece face veneer of five-ply construction and 7/16 inch thickness. The newly designed arm rests are of solid hardwood and the entire seat has been especially engineered for auditoriums requiring an economical chair providing the ultimate in durability and low-cost, maintenance.

Either of two types of end panels, Types 5B and 3D, in attractive modern design, is available in the Model 50. A number of DuPont enameled finishes is available to match the over-all color scheme. Several engineering improvements have also been incorporated in the entire line of International chairs. Theater Equipment Section, RCA Engineering Products Dept., Radio Corporation of America, Dept. NS, Camden, N.J. (Key No. 188)

#### Garbage Disposer

Designed specifically for institutional use is the new heavy duty Herlex Model 1100 garbage disposer. Extremely compact in size, it is less than 2 feet in diameter and can be adapted for dishtable operation or for centralized disposal installations.

A new principle of grinding is incorporated into the new disposer which permits large capacity with fine grind, discharging waste into the sewage system as flowing liquid. The new unit is equipped with a heavy duty 5 h.p. motor and has a cast aluminum, non-corrosive housing. The disposer has a built-in "silver saver" to prevent silver from entering the grinding area of the machine. Model 1100 is engineered for continuous operation, is designed to meet rigid requirements of food waste disposal conditions, is easily installed, using standard plumbing fittings, and is readily adaptable to a variety of installation re-



quirements. Herlex Mfg. Co., Dept. NS, 1442 W. Van Buren St., Chicago 7. (Key No. 189)





## First by Choice Crown's Adjustable TYPEWRITER DESK



CROWN INSTITUTIONAL EQUIPMENT CO. 218 S. Wabash Ave., Chicago 4, III.



School after school equipping or re-equipping typing classrooms has made Crown Institutional's adjustable typewriter desk their choice. The Crown desk is scientifically engineered with a typing surface that adjusts quickly from 26" to 30". Its compact construction permits maximum use of space. Students, too, prefer the Crown desk because it helps eliminate typing fatigue . . . reduces eye strain, permits the most comfortable typing position.

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> Master-Keyed P-570 Extra Protection—unique Master Key can't be duplicated on or-dinary key cutting machinery.



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Dept. 810, Crystal Lake, Illinois



#### Improved Glass Block

Time and cost of installing Insulux Light-Directing Glass Block will be reduced and a more satisfactory finished job will result from two improvements recently announced. The first is a new finish which is applied to the exposed faces of the block during manufacture. The finish is water-repellent, preventing adhesion of mortar to the faces during the laying operation, thus making it easier to clean the panels without the strong acids commonly used. The block will thus retain its smooth surface and collect less dust after installation.

The second improvement is an electronically applied gold stripe which appears on the top mortar-bearing edge of each block, making it easy to lay the block in the correct position. Blocks must be laid with a certain side out and a certain edge up to function properly and the unbroken gold line indicates correct installation. American Structural Products Co., Dept. NS, Toledo 1, Ohio. (Key No. 190)

#### Cadet Floor Scrubber

The improved Lincoln Cadet floor scrubber has interchangeable attachments for waxing and polishing floors and for scrubbing rugs. It has an increased capacity 1/4 h.p. continuous duty type motor with large reservoirs for complete lubrication over long periods of operation, an improved gear reduction unit, and a top grade lubricant with a new seal to prevent leakage of lubricant or entrance of foreign matter.



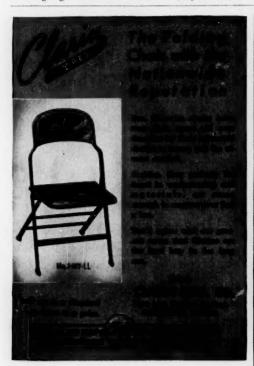
The new floor and rug maintenance unit is designed to meet the need for a small, light weight, single disc unit that will handle heavy duty maintenance for small institutions or one department of the large institution. The wheel carriage has been redesigned, Lincoln-Schlueter Floor Machinery Co., Dept. NS, 1250 W. Van Buren St., Chicago 7. (Key No. 191)

#### Motion Picture Camera

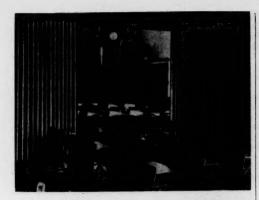
The new 70-DL 16mm motion picture camera developed by Bell and Howell features a new parallax-correcting viewfinder. The new viewfinder is adjustable to correct for parallax from 3 feet to infinity. A new brighter image optical system shows a brilliant image of the field. Telescope-type optics provide extreme sharpness and increased contrast over full image area. Other features include a new focusing eye-piece; new clearance for wearers of glasses, positive type finder, and new measuring mark. Bell & Howell Co., Dept. NS, 7100 McCormick Rd., Chicago 45. (Key No. 192)

#### Improvements to Magic Chef Line

The Magic Chef Cafe line ranges are now available with automatic oven lighting and safety oven pilots as optional equipment. The compact pilot unit fits snugly in the inside lower left-hand corner under the range base and lights through the regular oven bottom lighter port. It is available for all gases and incorporates 100 per cent shutoff for complete safety. General Controls automatic lighting equipment is used. American Stove Co., Dept. NS, 1641 S. Kingshughway Blvd., St. Louis 10, Mo. (Key No. 193)







#### "MODERNFOLD" DOORS

#### **Divide Classrooms for Better Teaching**

Make teaching more effective with this movable wall. See how each class car, work in absolute privacy with the "Modernfold" accordion-type doors closed. Yet, when common activities require both classes to work together, the doors are quickly and easily folded to the walls.

#### many school uses for "Modernfold" doors

"Modernfold" doors can aid "Moderntold" doors can aid in relieving crowded school conditions, too, by helping you create classrooms out of large areas like lunchrooms, basements, assembly halls. Use small "Moderntold" doors to make more space usable in reschers, rooms school offices. teachers' rooms, school offices.



Another popular school uset ladernfold" wardrobe. "Mode d" doors' folding action mal rry square foot of area accessi d usable.

#### beautiful appearance - low maintenance

Wherever "Modernfold" doors are used, they add to the appearance of a school. Beautiful vinyl coverings come in a variety of colors to blend with any color scheme. They're flame resistant, won't fade, chip or peel. Cleaning's fast and easy with soap and water. Maintenance costs are practically nothing. Under the sturdy covering is a steel frame which gives years and years of trouble-free operation.

No wonder architects and school executives have specified "Modernfold" doors since 1936. For full details, look up our installing distributor under "doors" in your classi-fied phone book . . . or mail coupon.

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#### Methods Manuals

Because much of the literature received by the editor of "Wbai's New" is of a guidance or reference nature, as differentiated from catalog and other actual product literature, a new section of the "Wbai's New" department has been set up. Under "Methods Manuals" will be listed that literature which it is felt will be helpful to the administrator and his department heads in relation to operational, educational or public relations problems.

The general subject of noise control in schools is covered in a brochure on "Sound Conditioning for Schools and Colleges" published by The Celotex Corporation, 120 S. La Salle St., Chicago 3. Particular sound problems of specific areas such as corridors, auditorium, cafeteria, music rooms, typewriting rooms, classrooms, library, gymnasium and administrative offices are discussed and many illustrations are used. (Key No. 194)

"Kindergarten Packet," written by Dr. Marcella R. Kelly, child educator, has been published by Milton Bradley Co., 74 Park St., Springfield, Mass., in furtherance of the firm's interest in the promotion of the kindergarten system. The "Packet" is a step-by-step guide to the most efficient and up-to-date method for the education of the kindergarten child. (Key No. 195)

"Book Mending" is the title of a practical manual on the subject issued by the Library Bureau of Remington Rand Inc., 315 Fourth Ave., New York 10, for the use of librarians. Covering all aspects of the job of caring for wornout books, the 10 page munual tells how to judge whether a book can be restored by hand mending, can be salvaged only by rebinding, or is beyond repair. It gives detailed instructions as to the best methods and materials to use in each mending problem and is based in part on suggestions made by the staffs of five leading university and public libraries. Designated as LB 223-E, the manual is available without charge. (Key No. 196)

"Supplementary Lighting for the Coordinated Classroom," by Dr. Darell B. Harmon and T. D. Wakefield, is a 20 page brochure with 29 illustrations and plates. The booklet discusses Dr. Harmon's findings on the importance of proper lighting in the classroom and the effect upon pupils of correct and incorrect lighting. Specifications for lighting equipment for the co-ordinated classroom are given as well as detailed illustrated information on the equipment approved for use in carrying out the Harmon Method. Copies of the brochure are available on request from The F. W. Wakefield Brass Co., Vermilion, Ohio. (Key No. 197)

The second edition of the IBM Typing Guide, containing helpful suggestions for increasing typing speed and accuracy, is now available from International Business Machines Corp., 590 Madison Ave., New York 22. The booklet is a typing manual with complete instructions for operating and maintaining an electric typewriter. It illustrates and discusses typing technics and other fundamentals and gives basic exercises for speed and accuracy. Included is a page on "Practical Punctuation" for ready reference. (Key No. 198)

"The Care and Handling of Glass Volumetric Apparatus" is the title of a new booklet containing accurate basic information for scientific and clinical laboratories and for advanced students in chemistry. The booklet discusses the proper handling, care and calibration of volumetric glassware and affords an opportunity for laboratory technicians to add to the life of their equipment by proper handling. The result of months of research and preparation, the manual is offered by Kimble Glass Division of Owens-Illinois Glass Co., P. O. Box 1035, Toledo 1, Ohio. It contains 16 colored figures and six tables describing systems of weights and measure, cleaning apparatus, gravimetric and volumetric calibration and the drainage time of burettes and pipettes. (Key No. 199)

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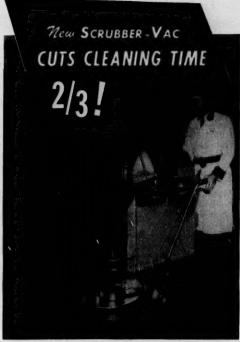


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- Specially designed for buildings with 2,000 to 15,000 sq. ft. of floor
- Applies the cleanser, scrubs, rinses if required, and picks up in ONE operation (vacuum performs quietly)
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- Can be leased or purchased

Now the labor - saving advantages of combination-machinescrubbing are available to small as well as larger buildings. The new 418P Finnell Scrubber-Vac cleans floors in approximately one-third the time required with a conventional 15 or 18-inch polisher-scrubber using separate equipment for picking up. A Finnell Scrubber-Vac speeds cleaning by handling four operations in one! It applies the cleanser, scrubs, rinses, and picks up (damp-dries the floor) - all in a single operation.

The new 418P Scrubber-Vac can be used for the dry work (polishing, et cetera) as well as the scrubbing. And all the refinements of Finnell's larger combination machines are embodied in this smaller unit. Has 18-inch brush ring.

#### SEE IT IN ACTION ON YOUR OWN FLOORS!

Find out what you would save with a Finnell Scrubber-Fac. Finnell makes several models and sizes. For demonstration, consultation, or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 208 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.

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#### **Product Literature**

- · "Weatherstate Zone Control" is discussed in a booklet issued by Minneapolis-Honeywell Regulator Co., 2820 Fourth Ave. So., Minneapolis 8, Minn. Weatherstate Zone Control is designed to take into account all weather effects as it meters steam into the building, so that all parts of the building become equally comfortable through uniform temperatures in all sections. The system is especially effective in schools, dormitories and other institutions. The booklet discusses the Weatherstat and its applications in non-technical language with effective drawings illustrating each point. (Kev No. 200)
- "Thomas All Steel School Buses" are described and illustrated in a folder recently published by Perley A. Thomas Car Works, Inc., High Point, N. C. A table of dimensions and seating capacity is given and the descriptive data and specifications are supplemented by illustrations of parts and construction details. (Key No. 201)
- Detailed information on its line of fire hose units and connections is given in a bulletin recently released by Standard Fire Hose Co., 8236 W. Third St., Los Angeles 48, Calif. Catalog information including specifications on the

- full line of fire hose units, swinging hose reel, Siamese connections and other Standard equipment is included. (Key No. 202)
- An illustrated bulletin, "Sylvania Class Room and Student Aids," lists the teaching aid material available from Sylvania Electric Products Inc., Emporium, Pa. Illustrated and described in the bulletin are wall charts, notebook-size lesson folders, technical tube manuals, color code cards, radio symbol charts, television servicing booklets, tube complement and characteristics bulletins, and eight precision instruments for school electronics laboratories. (Key No. 203)
- Rice Consumer Service, Inc., 10th Floor Realty Bldg., Louisville 2, Ky., has issued a series of 4 by 6 inch cards containing recipes for preparing rice in large quantities. The series of recipes is divided by blue index cards with various headings. (Key No. 204)
- A complete catalog of "SVE Educational Filmstrips, Slidesets and Slides" as well as information on equipment for using this material, has been issued by Society for Visual Education, 1345 W. Diversey Pkwy., Chicago 14. The catalog is fully indexed, 68 pages, and gives detailed information on the material covered. (Key No. 205)

- A full-line catalog of Sturtevant Division equipment has been released by Westinghouse Electric Corp., Sturtevant Division, 200 Readville St., Boston 36, Mass. Equipment for cooling, heating, dehumidifying, cleaning, filtering and circulation of air is covered in the 16 page Catalog SA-6692. (Key No. 206)
- The 1951 catalog of Angelica uniforms is now available. Known as the "Blue Book of Uniform Fashions," the 52 page book illustrates more than 200 men's and women's uniforms and over 225 accessories for all types of personnel. A wide variety of colors is available in Angelica uniforms which are illustrated, in many instances, in full color in the catalog. It is available from Angelica Uniform Co., 1419 Olive St., St. Louis 3, Mo. (Key No. 207)
- A 12 page brochure on "Floor Maintenance" has been issued by The Tremco Manufacturing Co., 8701 Kinsman Rd., Cleveland 4, Ohio. A complete economical program for the care of wood and concrete floors as well as terrazzo, linoleum, tile, masonite, marble, stone, magnesium and other floors, is described. The text is illustrated with photographs, diagrams and drawings. Points discussed include wear resistance, appearance, sanitation, cleanliness, light reflectance and maintenance products. (Key No. 208)



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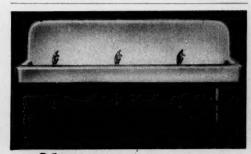
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#### Product Literature—(Cont.)

- Peabody Wood Folding Chairs and Portable Assembly Chairs are described in a folder recently released by The Peabody Seating Company, Inc., North Manchester, Ind. The "Plus Values" of this wood seating equipment, which is available on short delivery dates, are discussed in the folder which is fully illustrated. The portable assembly chairs, available in several types and styles, are custom built for each job. (Key No. 209)
- School Catalog No. 1 headed, "School Equipment, Accessories & Supplies," has been issued by Albert Pick Co., Inc., 2159 Pershing Rd., Chicago 9. The new book illustrates and describes the full school line now available from the company. Prices are included and the catalog carries an index. (Key No. 210)
- An effective solution to the dust annoyance problem is offered in a new brochure entitled "Gulf Sani-Soil-Set," issued by Gulf Oil Corp., Gulf Bldg., Pittsburgh 30, Pa. Information is given in the brochure on how the Gulf Sani-Soil-Set is, used, what it does and how it is applied. (Key No. 211)
- Catalog 211-R offers a most attractive presentation of Hamilton Laboratory Equipment for Educational Institutions. Full catalog information, including descriptive data and illustrations, is given on the complete line. Photographs of typical installations are shown and the catalog is fully indexed. It is offered by Hamilton Mfg. Co., Two Rivers, Wis. (Key No. 212)
- "How to Cut Maintenance Costs With Venetian Blinds for Schools, Hospitals, Hotels, Office Buildings" is the title of a booklet recently released by Hunter Douglas Corp., 150 Broadway, New York 7. Interesting facts on venetian blinds and how they serve to regulate light, control ventilation, assure privacy and enhance appearance, as well as factual information on the blinds themselves, is followed by data on Flexalum blinds and Flexalum plastic tape which does not hold dirt. (Key No. 213)
- A folder illustrated in full color has been issued by the Natural Slate Blackboard Co., Inc., Pen Argyl, Pa. Entitled "We Prefer Natural Slate Blackboard," the folder describes natural slate and discusses the reasons for its use in the classroom. (Key No. 214)
- Full specifications on "The Brill 'Integral' School Bus" are given in a four page folder released by the ACF-Brill Motors Co., 62nd & Woodland Ave., Philadelphia 42, Pa. Floor plans of the bus providing seating for 48, 58 or 61 students are given on the back page of the folder. (Key No. 215)

- Detailed information on Spencer Commercial Portable Vacuum Cleaners is offered in Bulletin 114-E published by The Spencer Turbine Co., Hartford 6, Conn. The three machines described are primarily designed for use in hospitals, schools and other institutions. They offer both wet and dry cleaning and a variety of tools for bare floors, carpets, rugs, draperies, walls and upholstery and special tools for reaching the tops of pipes, radiators, venetian blinds and other hard to clean areas. (Key No. 216)
- More than 50 recipes for salads and aspics of many types, including jellied meat or fish entrees, jellied soups and special holiday salads are contained in a new booklet, "Album of Jellied Salads and Aspics," recently released by Institution Food Service, General Foods Corp., 250 Park Ave., New York 17. (Key No. 217)
- Detailed information on the new Aero Plastic Relief Map is offered in a leaflet issued by A. J. Nystrom & Co., 3333 Elston Ave., Chicago 18. Two illustrations show how this colorful, tough, durable Vinylite map, which is light enough to be moved easily by children, is used in the classroom. The three dimensional map, 64 by 40 inches in size yet weighing only 2½ pounds, permits students to combine sight and touch with a quick, vivid understanding of physiography. (Key No. 218)
- A 9 page bibliography of 25 16 mm. sound films on Civil Defense has been compiled by British Information Services, 30 Rockefeller Plaza, New York 20. The bibliography has been compiled to provide clear and comprehensive informational material on the subject of Civil Defense. In addition to films, the bibliography lists innumerable books and pamphlets dealing with various phases of Civil Defense measures which are available through BIS. (Key No. 219)
- Litetrim Aluminum Trim for Chalk-boards is described in a folder issued by Weber Costello Co., Chicago Heights, Ill. Printed in green, black and aluminum, the folder shows details of the construction of this attractive aluminum trim and molding, with diagrammatic illustration of the chalk and eraser rail. Ease of installation and of maintenance and cleaning are discussed and full specifications and technical data are given. (Key No. 220)
- A new source-book of film users in schools and other institutions is available in the new 1951 Catalog of Coronet Films issued by Coronet Films, Coronet Bldg., Chicago 1. Many special features are included in the catalog in addition to the brief descriptive information on

each of the 360 16 mm. sound motion pictures produced by Coronet Films. The catalog will be helpful in planning classroom teaching schedules and special programs. Features include a Related Course Index, a detailed Utilization Chart, state-by-state directories of rental libraries and a complete outline of the Coronet Films rental, purchase and preview plan. (Key No. 221)

#### Film Releases

"The Clean Look," 30 minute sound, color film on good grooming for women. Sponsored by Armour & Co., produced by Stanley Neal Productions, available at no charge except transportation. Association Films, Inc., Dept. NS, 347 Madison, New York 17. (Key No. 222)

"Rome," 2 reels, color or black and white; "Florence," 1 reel, color or black and white, "Venice," 2 reels, color or black and white, all 16 mm. sound. Cornell Film Co., Dept. NS, 1501 Broadway, New York 18. (Key No. 223)

"Venice—Queen City of the Adriatic," 1 reel, color. "Safety in the Home" and "Fire Prevention (In the Home)," each 1¼ reels. "South Pacific Island Children (Life in Fiji)," addition to series on "Children of Many Lands." Encyclopaedia Britannica Films Inc., Dept. NS, Wilmette, Ill. (Key No. 224)

"Postmark East Lansing," 19 minute Kodachrome presentation dramatizing the story of Michigan State College. The Jam Handy Organization, Dept. NS, 2821 E. Grand Blvd., Detroit 11, Mich. (Key No. 225)

"H—The Story of a Teen Age Drug Addict," 2 reel, 16 mm. documentary film designed to alert individuals and groups to the growing danger of narcotics among the youth of the nation.
Young America Films, Dept. NS, 18 E. 41st St., New York 17. (Key No. 226)

#### Suppliers' News

D. W. Onan & Sons, Inc., manufacturer of emergency lighting equipment, announces the removal of its offices from 39 Royalston Ave., Minneapolis 5, to 6251 University Ave., Minneapolis 14, Minn.

Science Research Associates, vocational guidance service, announces removal of its offices from 228 S. Wabash Ave., Chicago 4, to 57 W. Grand Ave., Chicago 10.

C. M. Sorenson Co., Inc., manufacturer of laboratory equipment, announces removal of its offices from 403 E. 62nd St., New York 21, to 50-19 47th Ave., Woodside, Long Island, N.Y.



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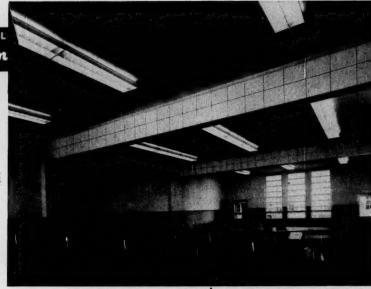
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#### Music Rooms — Classrooms — Auditoriums — Corridors ... they all need SOUND CONDITIONING

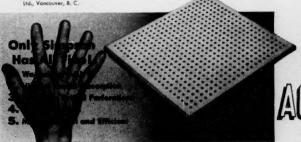
Mucн of the irritating and distracting noise in classrooms, corridors, gymnasiums and lunch rooms is due to excessive reflection of sound from hard walls, ceilings and floors. In auditoriums, band and music rooms, excessive reverberation often results in the rooms being of little use for their intended purpose.

The installation of Simpson Acoustical Tile on ceilings or walls greatly reduces annoying sounds which cause noise-fatigue on the part of students and teachers. Properly installed in auditoriums, band and music rooms it insures reduction of reverberation to the correct value.

School officials and architects are quick to recognize the FIVE BIG exclusive features of Simpson Acoustical Tile. Simpson-and only Simpson Acoustical Tile offers all five features listed below. Contact the Simpson Acoustical Contractor nearest you. He is listed at the left.

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For Better Sound Conditioning



## Will Your New School Building **Make Students Better Spellers?**

Naturally, no school building can increase a student's natural aptitude for spelling.

But the right kind of environment can do wonders for a child's attitude-can make him more alert and responsive, more interested. In that way, your new school building literally can make students better spellers.

Experience shows, for example, that most children improve noticeably when moved from stuffy, overheated surroundings to classrooms in which level temperatures, adequate fresh air and proper humidity are constantly provided.

Knowing this, more and more educators are choosing Honeywell automatic controls for their new schools. Honeywell equipment has been proved more accurate, more dependable. Honeywell controls are simpler, too-consistently cost less to maintain. And Honeywell has the largest, most widespread staff of service experts in the industry.

You owe it to your students and your budget to get all the facts and figures about Honeywell controls for your new school. It's easy to do. Simply call your local Honeywell office. Or write Honeywell, Dept. NS-8-61, Minneapolis 8, Minnesota. Why not do it today!

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